YUKON DEPARTMENT OF EDUCATION

Annual Report

2004- 2005 SCHOOL YEAR

Yukon
Education
Éducation

To the reader...

This report deals with the activities of the Public Schools and Advanced Education Branches of the Department of Education and covers the 2004-2005 school year which ran from mid-August 2004 to mid-August 2005 (with the exception of financial information which covers the 2004-2005 fiscal year (April 1 2004 to March 31 2005).

This report contains five substantive sections:

- **Overview of the K-12 Public School System**
- **Student Characteristics**
- **Education Programming Highlights**
- **Student Achievement and Educational Indicators**
- **Advanced Education Branch Activities**

Additionally, this report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data. The report also includes a "More information..." section which lists publications and internet resources of interest to parents and the general public.

Purpose of the Annual Report:

The *Education Act* (Section 5 (h)) requires the Minister of Education to table an Annual Report on the state of education in the Yukon, including reports from each School Board, in the Legislative Assembly following the end of the year for which the report is made. This report is being tabled in response to that section of the Act for the 2004-2005 school year.

Please Note:

The Department of Education makes small and continuous improvements to the quality of its data.
Sometimes these changes result in small differences from previously published reports.
The data contained in this report is the most accurate data available at the time of publication.

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PUBLIC SCHOOLS BRANCH

Overview of the K-12 Public School System

The Public Schools Branch provides kindergarten to Grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools, an Individualized Learning Centre, and supports the Francophone School Board in the operation of Yukon's only French first language school. The branch also provides support and resources for distance education, home schooling, and students with identified special needs.

The British Columbia program of studies forms the basis of the Yukon curriculum; however, the branch and its educators frequently adapt programming to reflect local needs, conditions, and opportunities. Examples of this include experiential programs, where real experiences are used to enhance the teaching of concepts; literacy and numeracy initiatives such as Reading Recovery™; and culturally diverse programming that reflects the Yukon's cultural and linguistic diversity, including that of Yukon First Nations.

Budgets

For the fiscal year 2004-2005, actual **operations and maintenance (O&M) expenditures** for the Public Schools Branch totaled $67,598,000 or 67.3 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:

- Administration ($289,000 or 0.4 per cent of the Public Schools branch budget)
- Program Delivery ($58,575,000 or 87 per cent of the Public Schools branch budget)
- Program Support ($5,865,000 or 8.7 per cent of the Public Schools branch budget)
- Partnerships & Operations ($1,515,000 or 2.2 per cent of the Public Schools branch budget)
- Special Programs ($1,354,000 or 2 per cent of the Public Schools branch budget)

Administration expenditures are those for central office administrative costs within the Department of Education. These include expenditures such as professional development for teachers and the Superintendent of Public School's office.

Program Delivery expenditures are those for school-based personnel and activities, as well as site-based facility expenses. These include salaries for teachers, remedial tutors, educational assistants, school secretaries, school librarians, Directors of Learning and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school based personnel and activities. These cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol, school libraries, and acquisition and distribution of school curriculum resources.

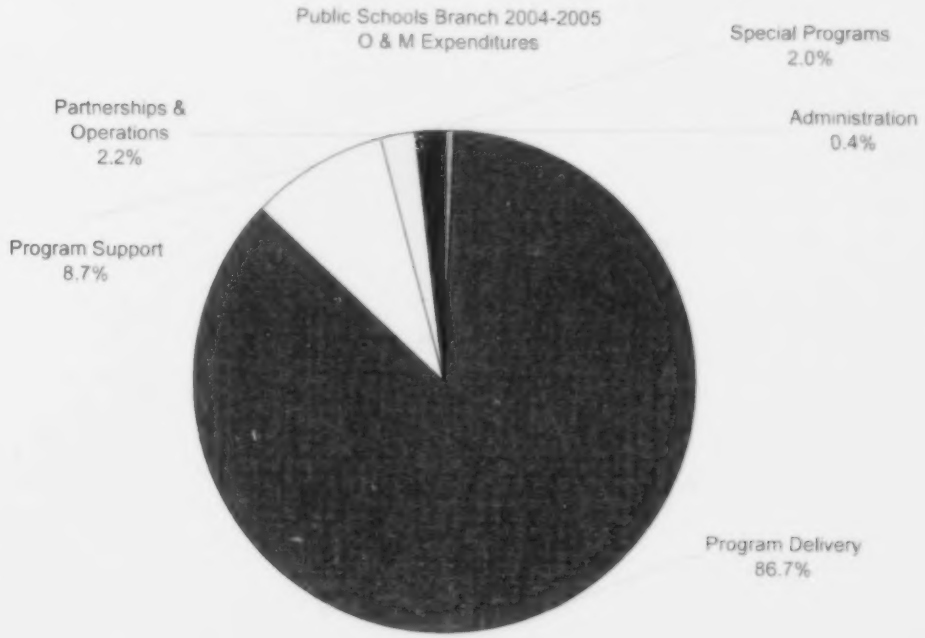
Partnership & Operations expenditures are those that support French language programs, as well as partnerships between various stakeholders in education. These include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults. In addition, these include partnerships through liaison with Yukon First Nations, schools councils, the Catholic diocese, home educators, the Yukon Teachers Association, parents and community stakeholders.

Special Programs expenditures are those that support school-based special education services. These cover psychological assessment services, speech/language programs, occupational therapy, sensory impairment support services and other special needs programs or services that are required to meet the needs of special education students.

For the fiscal year 2004-2005, **capital expenditures** for the Public School Branch totaled $6,892,000. These expenditures were broken down as follows:

- Facility construction and maintenance - $5,062,000
- Instructional programs - $1,830,000

Note: All figures for the "Educational Partnership" and the "Budgets" sections are based on March 31, 2005 data, and are subject to rounding.



(Figure 1a) Source: Yukon Department of Education

Educational Partnerships

The Minister of Education, along with the Francophone School Board (five members); the Kluane Lake School Committee (five members), and Yukon's 26 school councils (152 members) worked in partnership with 769 employees to deliver K-12 Public School education to students who attend 28 schools.

As of March 31, 2005, these employees were comprised of the following:

- 51 central office staff at the Department of Education, which includes 8 seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 44 school administrators (principals and vice-principals)
- 30 school secretaries
- 470 teachers (455.2 full time equivalents (FTE's))
- 27 remedial tutors
- 90 educational assistants
- 37 aboriginal language teachers

Of additional interest, 42 of the teachers are graduates of the Yukon Native Teacher Education Program (YNTEP). There are also 32 First Nation language teachers, 30 of whom taught in Yukon's public schools and two in the Native Language Centre.

The majority (55%) of Yukon teachers have ten or more years of teaching experience, while 20% of teachers have 5-10 years of experience and 25% have between 0 and 5 years of experience.

In addition, approximately 98% of Yukon teachers hold at least a Bachelor of Education Degree, and roughly 15% of those hold an additional Masters degree or higher.

Professional Development

The Department of Education, in partnership with the Yukon Teachers Association (YTA), works to provide professional development opportunities for Yukon teachers on an ongoing basis.

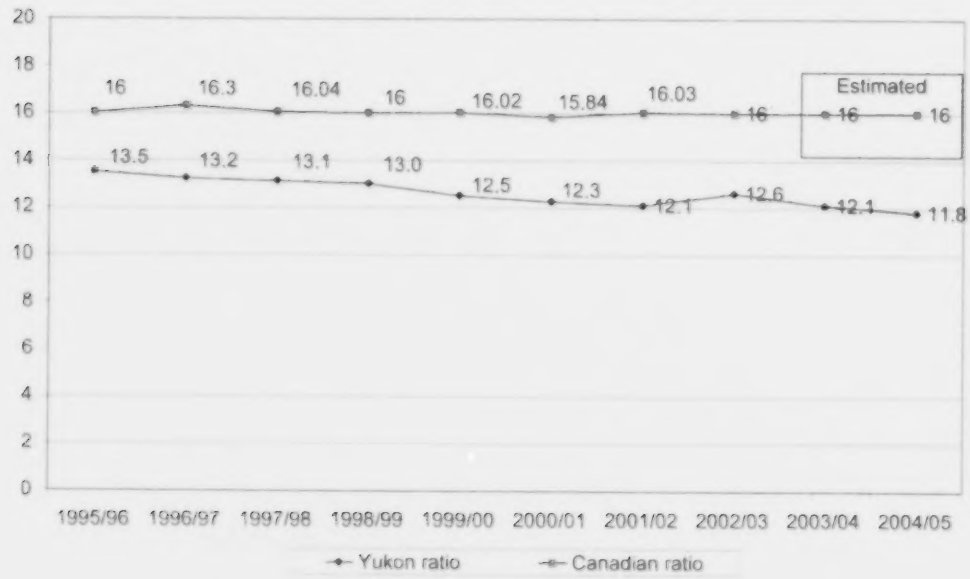
In 2004-2005, the Department of Education contributed, through a framework outlined in the YTA Collective Agreement, a sum of $362,000 to the YTA professional development fund. It also covered the costs of the position of a half-time Professional Development Coordinator for the YTA.

In addition, the Department of Education spent approximately $127,000 in professional development for teachers, through the delivery of in-services and workshops presented by Department of Education consultants.

Pupil-Teacher Ratio

The Yukon enjoys the lowest (i.e. the most favourable) pupil teacher ratio of any Canadian educational jurisdiction. On average there is one teacher for approximately every 12 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming requirements rather than on enrolment. However, the steady decrease in the ratio from 1997 is largely related to declining enrolment.

Pupil-Teacher Ratio as of March 31, 2005



(Figure 1b) Source: Yukon Department of Education (YT ratio); Centre for Education Statistics, Stats. Can. (Can. Ratio)

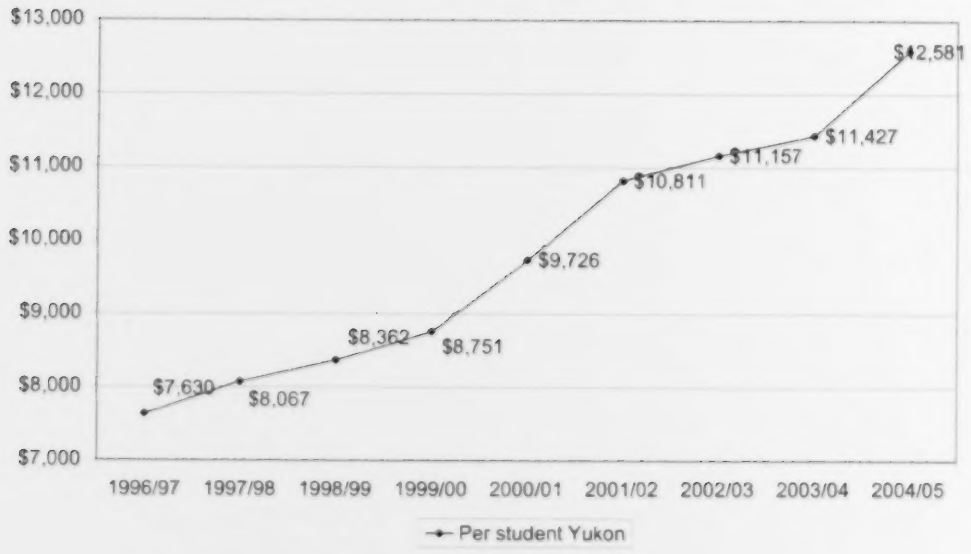
Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers.
For Canada: Full-time equivalent enrolment (in Grades 1 to 12) and un-graded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators.
Note: The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases. Expenditures per student include: Program Delivery, Program Support, Special Programs, Partnerships & Operations and Administration.

O & M Expenditures per student as of March 31, 2005



(Figure 2) Source: Yukon Department of Education

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12.

Facility Highlights

Some of the major initiatives that took place last year to upgrade the school facilities are included in this section. This represents only a portion of the work done, and is intended to highlight the major projects.

Rural Schools

- *Beaver Creek School:* new fire alarm system ($20k)
- *Carcross School:* interior painting ($28.3k)
- *Del Van Gorder* (Faro): exterior painting ($28k), plumbing and sprinkler upgrade ($20k)
- *J.V. Clark School* (Mayo): PA system modifications ($10k)
- *Johnson Elementary* (Watson Lake): interior painting of classrooms ($25k)
- *Robert Service School* (Dawson): site upgrade phase 2 including grass playing field, swings, and front walkway ($192k); exterior painting ($76k)
- *St. Elias School* (Haines Junction): corridor flooring ($54k); playground structure replacement ($30k)
- *Teslin School:* corridor flooring replacement ($42k); kindergarten washroom ($11k)
- *Watson Lake Secondary:* computer room renovations ($28k); separate building for FN programming and storage ($65k); skylight removal ($17k)

Whitehorse-area Schools

- *Christ the King Elementary:* soccer field upgrade ($54k); gym stage upgrade ($20k)
- *École Émilie Tremblay:* gym divider ($25k); exterior painting ($22k); soccer field upgrade ($25k)
- *Elijah Smith Elementary:* exterior painting ($40k)
- *F.H. Collins Secondary:* replace heating system circ. pumps ($30k); flooring science wing ($12k); window replacement ($30k); interior painting old wing ($22k); security system upgrade ($44k)
- *Golden Horn Elementary:* hockey rink boards ($15k); art room renovations ($14k); security upgrade ($15k)
- *Grey Mountain Primary:* playground structure replacement ($36k)
- *Hidden Valley:* IT upgrade ($17k); exterior painting ($14k)
- *Holy Family Elementary:* computer lab lighting ($10k)
- *Jack Hulland Elementary:* corridor flooring ($60k); partial interior painting ($18k)
- *Porter Creek Secondary:* interior painting old wing ($41k); security system upgrade ($15k)
- *Selkirk Elementary:* intercom system upgrade ($41k); flooring old wing phase 2 ($18k); outdoor basketball court ($21k); interior painting ($32k)
- *Takhini Elementary:* flooring activity room and hall ($50k); staff parking lot repairs ($22k)
- *Vanier Secondary:* small gym floor replacement ($108k); combustion exhauster ($63k); shop overhead door ($15k); site development phase 4 ($228k)
- *Whitehorse Elementary:* classroom flooring replacement phase 5 ($19k); boiler liner replacement ($14k); gun range cleanup ($82k)

Computer and Network Upgrades

In 2004-05, the Information Technology and Support Services (ITSS) Call Centre responded to approximately 3500 help desk calls during the year. All schools were visited over the summer break and updated with the latest versions of the curriculum software.

St. Elias Community School, Robert Service School, Watson Lake Secondary School, Porter Creek Secondary School, Nelnah Bessie John School, and Kluane Lake School received new hardware for their computer labs. Network hardware infrastructure in Whitehorse elementary schools were upgraded to allow for future fiber optic capability. Christ the King Elementary School and Selkirk Elementary School were upgraded to fiber optic connectivity.

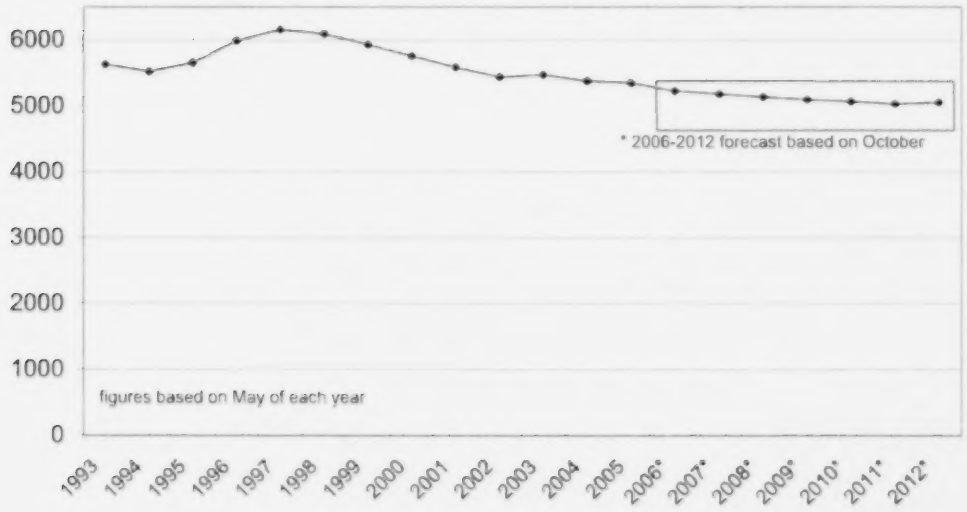
The YESNet email system was upgraded to allow for the implementation of software safeguards, giving teachers and administrators more control over student usage of the system. Graduation Portfolio Management System software was installed to manage the new graduation requirement for students graduating during or after the year 2007.

Student Characteristics

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon; however since 1996, enrolment has declined in the Yukon, with the exception of the 2002-03 school year where it held fairly steady. The number of students in public schools as of May 31, 2005 totaled 5,340. This represented a slight decrease of 31 students from May of the previous school year. It represented a decrease of 783 students, or 13.2 per cent, since the 1996-1997 school year, when it was at its 10-year high. Enrolments by school are shown in figure 4c. For historical enrolments by school for the last 10 years, please refer to Appendix 1 at the end of this report.

Yukon Public School Enrolment
1993 to 2012*



(Figure 3a) Source: Yukon Department of Education

In 2004-2005, elementary students (K-7) represented 58 per cent of the total Yukon student population. Secondary students (8-12) represented 42 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline slowly for a few years to come.

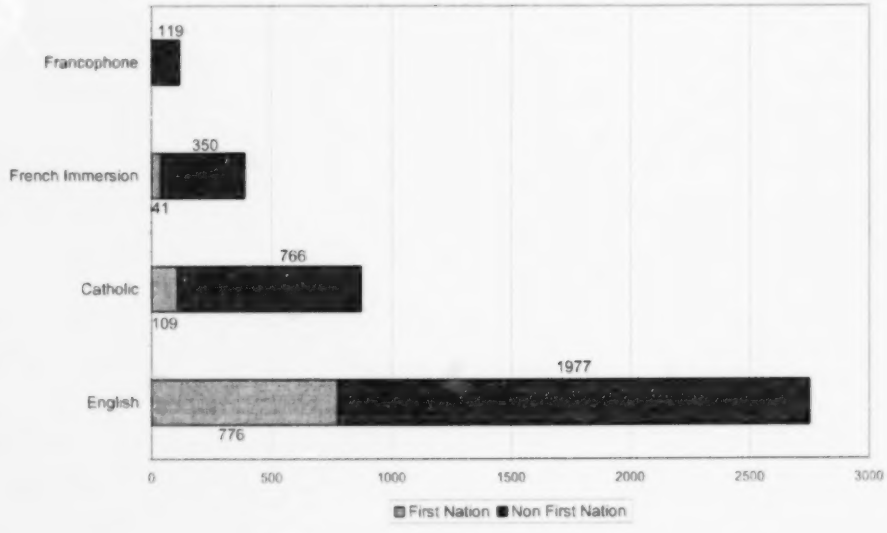
First Nation students represented approximately 30 per cent of the total Yukon student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities, and between programs and/or schools (see figures 3a, 4a and 4b). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remained fairly stable over the past several years.

Whitehorse Enrolment

In 2004-2005, students attending Whitehorse schools represented approximately 77.5 per cent of the total student population. First Nation students represented approximately 22 per cent of the Whitehorse student population.

Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3b shows the four broad program categories of enrolment. The regular English program enrols the majority of students and serves the largest percentage of First Nation students. Both French Immersion programming and Catholic programming continue to be popular. Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to first accommodate all students of the Catholic faith who wish to attend. Students who are not Catholic but wish to attend a Catholic School must agree to practice/follow the religious practices of the school.

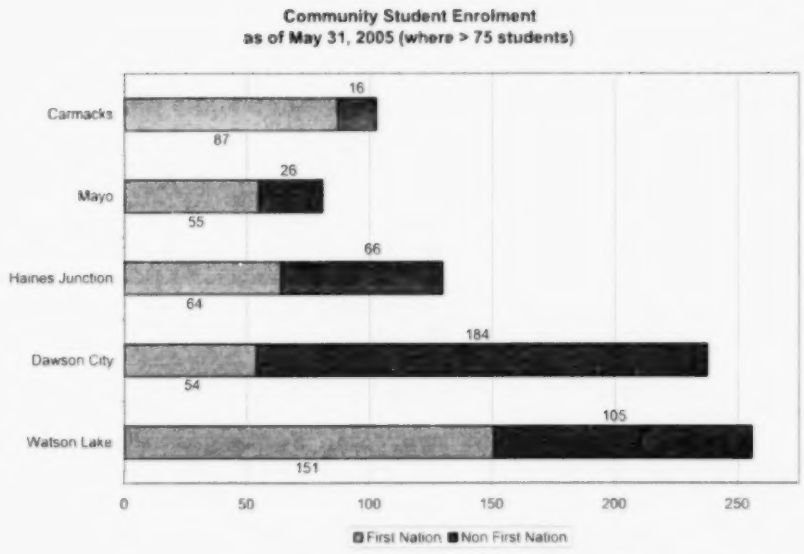
Whitehorse Student Enrolment by Program as of May 31, 2005



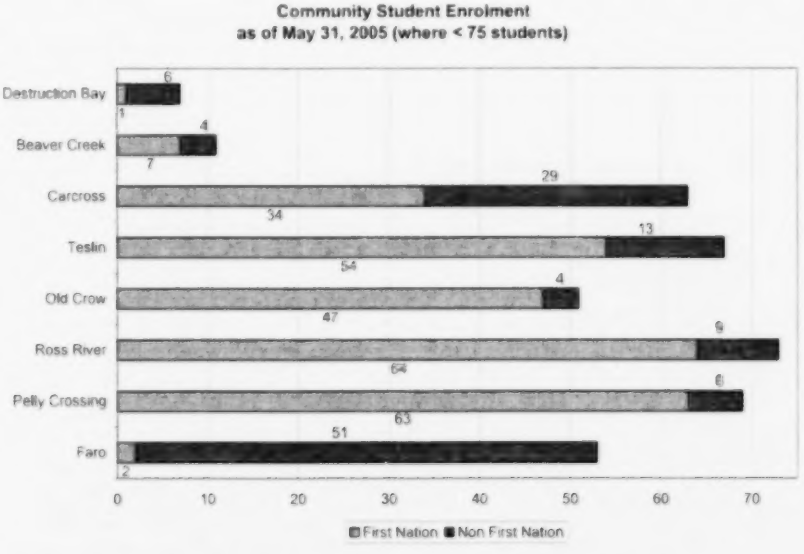
(Figure 3b) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification

Rural Yukon Community Enrolment

In 2004-2005, students attending rural Yukon schools represented approximately 22.5 per cent of the total Yukon student population. First Nation students represented approximately 57 per cent of the rural Yukon school population. As rural Yukon schools vary in student population from about 10 to approximately 260 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 75 students and less than 75 students respectively. In most rural schools, more than 50 per cent of the students enrolled identified themselves as First Nation.



(Figure 4a) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification



(Figure 4b) Source: Yukon Department of Education
Note: First Nation ancestry is based on self-identification

Nelnah Bessie John School

(formerly Beaver Creek School)

On May 21–23, 2004 the community of Beaver Creek celebrated the 50th anniversary of the Beaver Creek School.

A number of events and activities were organized to celebrate this event.

The community had requested that Government of Yukon support the re-naming of their school at this event, and have chosen the name **"Nelnah Bessie John School".**

The community was surveyed on the proposed name, held a community meeting and garnered widespread support for the name.

In addition to that survey, support was received from the White River First Nation, the Beaver Creek Community Club and the Beaver Creek School Council.

Bessie John was a well-respected elder in the community. She received her Native Language Teacher certification from the Native Language Centre and taught the Upper Tanana language at Beaver Creek school between 1989 and 1994.

An official naming ceremony was held on May 22, 2004.

Distance Education

The Distance Education program is made up of courses provided through both print correspondence as well as technology assisted distributed learning. Beginning with the 2003-04 school year, distance education and home school courses were offered at no cost to students from Grade 4 to 12. This has resulted in a dramatic increase in both the registration of students in home school and distance education, or correspondence courses.

In 2004-2005, there were 174 students registered in distance education programs or courses. These students were enrolled in 364 correspondence courses at various Grade levels offered by the British Columbia Ministry of Education.

The Public Schools Branch began offering distributed learning courses in January 2001. These courses, known as CONNECT, are Internet and computer-enhanced programs offered through an affiliation with the B.C. Distance Education Schools Consortium. During the 2004-2005 school year a total of 80 students enrolled in 33 different subjects in grades 8 to 12 in the Yukon's Distributed Learning program. Two students also enrolled in courses offered though Alberta Learning.

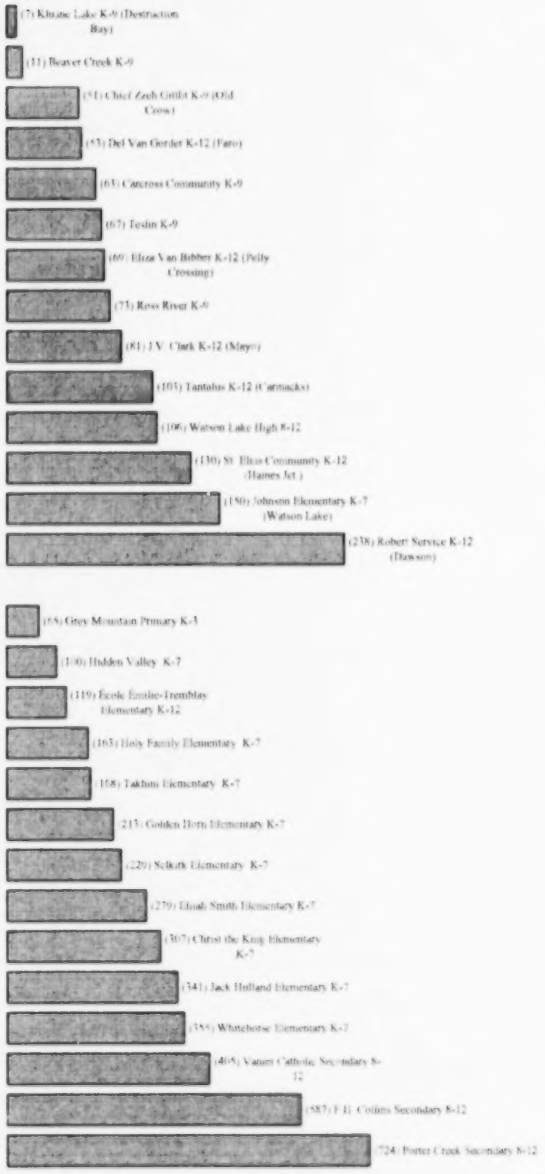
To further expand course available to Yukon students, the Public Schools Branch piloted the delivery of a course though video conferencing to students. The pilot involved students from Watson Lake Secondary in Watson Lake and Robert Service School students in Dawson City. The Physics teacher, based at Watson Lake Secondary School, delivered Physics 11 to his students in Watson Lake and to students in Dawson City.

Home Education

There were 82 home-educated-students registered with the Public Schools Branch in 2004-2005, down from 107 students in 2003-2004. In previous years, these students have ranged in number from 44 in 1997-1998 to 76 in 2001-2002.

In 2004-2005, distance education courses for grades 4-12 were made available to registered home education students at no cost.

Total Enrolment by School


(7) Klinaic Lake K-9 (Destruction Bay)
(11) Beaver Creek K-9
(51) Chief Zzeh Gittlt K-9 (Old Crow)
(53) Del Van Gorder K-12 (Faro)
(63) Carcross Community K-9
(67) Teslin K-9
(69) Eliza Van Bibber K-12 (Pelly Crossing)
(73) Ross River K-9
(81) J.V. Clark K-12 (Mayo)
(103) Tantalus K-12 (Carmacks)
(106) Watson Lake High 8-12
(130) St. Elias Community K-12 (Haines Jct.)
(150) Johnson Elementary K-7 (Watson Lake)
(238) Robert Service K-12 (Dawson)
(65) Grey Mountain Primary K-3
(100) Hidden Valley K-7
(119) École Emilie-Tremblay Elementary K-12
(163) Holy Family Elementary K-7
(168) Takhini Elementary K-7
(213) Golden Horn Elementary K-7
(229) Selkirk Elementary K-7
(279) Elijah Smith Elementary K-7
(307) Christ the King Elementary K-7
(341) Jack Hulland Elementary K-7
(355) Whitehorse Elementary K-7
(465) Vanier Catholic Secondary 8-12
(587) F.H. Collins Secondary 8-12
724) Porter Creek Secondary 8-12

(Figure 4c part 1 & 2) Source: Yukon Department of Education

Education Programming Highlights

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Individual Learning Centre

The Individual Learning Centre (ILC) opened its doors to students on February 1st, 2005. The ILC provides a safe and flexible learning environment where high school-aged youth who have dropped out of school can pick up their studies and complete their secondary education. The ILC is located at 407 Black Street and is staffed by two full-time teachers and three remedial tutors. Approximately 60 students are studying through the ILC on an ongoing basis, and youth aged 15-21 who have dropped out of the regular school system are encouraged to apply. In addition to following self-paced programming, students at the ILC are offered work experience opportunities and career training opportunities that will count as credits towards high school graduation.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2004-2005 were the full-day kindergarten program and Reading Recovery™.

In addition to these initiatives in the 2004-2005 school year, the branch was engaged in the following early intervention initiatives:

- Motoric screening (106 Grade one students from 21 schools were screened)
- Transitioning from the Child Development Centre to Kindergarten with support from Special Programs (29 students in Whitehorse, and 17 in rural schools)
- Books for Babies program continued through distribution at the Whitehorse General Hospital
- Identification of at-risk kindergarten children has been formalized with the development of a computerized kindergarten screening profile used by all schools
- Firm Foundations, a literacy development program for kindergarten, was in-serviced with all teachers in October 2004
- Planning and development of a set of early reading materials was undertaken in partnership with the First Nations unit and Eagle Books from Duncan, B.C.

Extended and Full-Day Kindergarten Programs

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as "Learning to Learn"® behaviours. In the 2004-2005 school year, Tantalus School in Carmacks operated a full-day kindergarten program that included four-year-old students attending on a half-day basis.

In addition, the Department of Education has continued the three full-day kindergarten programs at Elijah Smith Elementary School in Whitehorse. Hidden Valley Elementary School and Golden Horn Elementary School extended the kindergarten time to 0.6 for three months in the spring so children could attend three full days per week. Full-day sessions were also provided for Kindergarten students in Watson Lake.

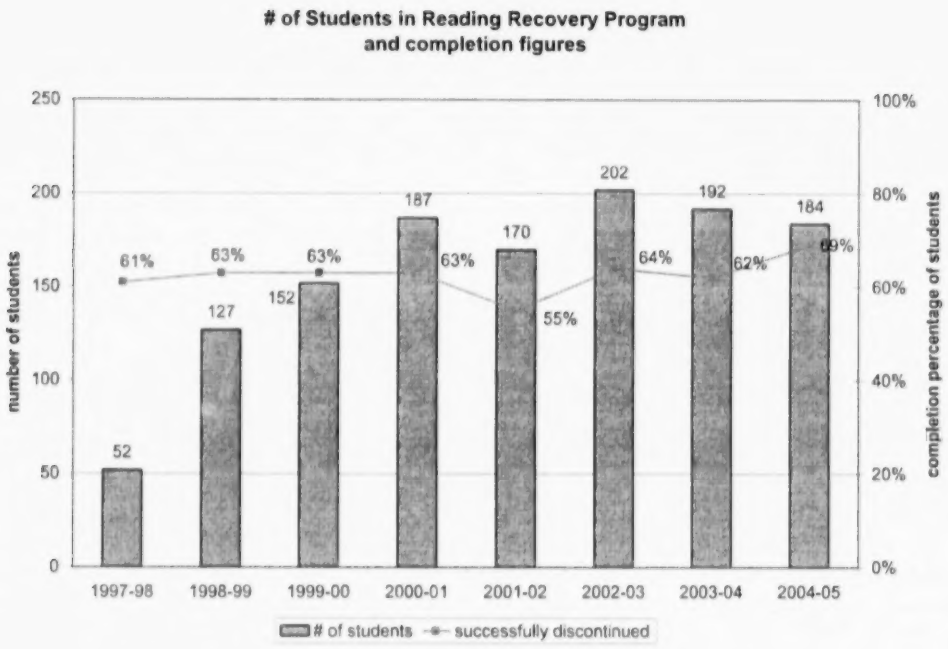
A combined kindergarten program for four and five year-olds (K- 4) was offered in Haines Junction, Carcross, Carmacks, Mayo, Old Crow, Pelly Crossing, Teslin, and Ross River in order to provide children with more time to prepare for entry into Grade one. The Child Development Centre assists by providing in-school support for a number of four year-olds in these rural communities. Whitehorse Elementary School extended their Whole Child Program to include 4 year-olds in Kindergarten.

Reading Recovery™ Program

The Reading Recovery™ program is a key component in the early intervention strategy of the Public Schools Branch. With its dedicated teacher resources (28 active teachers in 2004/05, including 7 in training) it is one of the branch's major investments, costing approximately $1.3 million. It is a preventative program delivered to six year-old students in Grade one to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention. There were 276 Grade one students in Yukon in the 2004- 2005 school year. Of these, only one student from Kluane Lake School did not participate in the program. Of these students, 140 were new to the Reading Recovery™ program. There were an additional 44 students carried over from the previous school year.

Yukon's target for accessibility to the Reading Recovery™ program is all Grade one children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six year-old students. Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

Reading Recovery™ is now considered to be fully implemented as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program since its inception is reported in figure 5a.

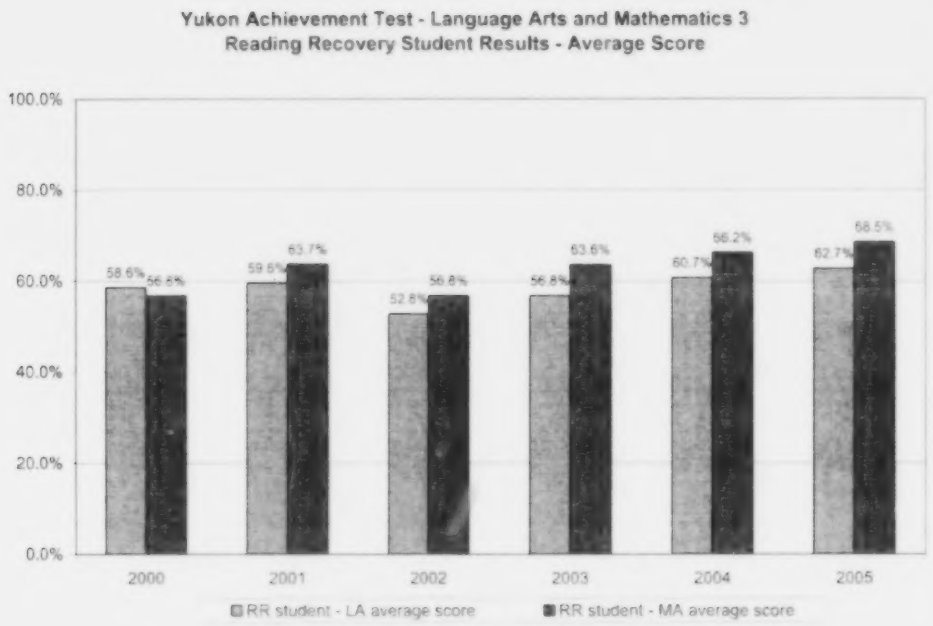


(Figure 5a) Source: Yukon Reading Recovery™ Report 2004–2005
Yukon Department of Education

Reading Recovery™ and Achievement Tests

The Department of Education provides Yukon Achievement Test (YAT) results to the Reading Recovery™ Centre for students who have been through the program in previous years. The Centre uses the data to help monitor these students' success once they have been discontinued from Reading Recovery.

Achievement Test results for all Reading Recovery™ students are presented in the following chart for Language Arts and Math 3. Further reporting on the Achievement Tests is continued later in this report.



(Figure 5b) Source: Yukon Department of Education

For further information about the Reading Recovery™ Program, you may obtain a copy of the Yukon Education Reading Recovery™ Report 2004-2005 from the Department of Education.

Experiential Education

Experiential education includes practical, hands-on experience in the learning process, whether in the classroom, school yard or at study sites further away. Research has shown that most students benefit from this approach. The traditional First Nations learning style is almost entirely experiential and exclusively out-of-doors. Today many of our contemporary experiential programs include outdoor pursuits as elements of core curriculum and actively pursue experiential methods in the classroom. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts, improve their level of achievement and help promote healthy lifestyles. This appears to be the case for students with a variety of learning styles and abilities. The Public Schools Branch recognizes Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music, Art and Drama), Vision Quest (a First Nations cultural identity course), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein air et sciences expérientielles).

In addition, the branch sees the value of integrating experiential approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to enhance curriculum delivery. During the 2004-2005 school year, the Public Schools Branch:

- Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the intermediate and senior levels, will use experiential approaches more often to help students learn
- Supported the GLOBE program, an international authentic research program for students. The program monitors climate change and teaches applied research skills
- Helped the MAD program tour Yukon with their lifestyle theatre presentation and travels and tour the presentation to Vancouver
- Continued support of the FEAST program with nutritional planning, food preparation and menu management at F. H. Collins
- Established a Grade nine experiential program at Porter Creek School, (SASE) Science and Social Studies Experience
- Promoted the inclusion of public school students in First Nations culture camp activities, for instance the Simpson Creek camp near Watson Lake schools
- Integrated traditional First Nations outdoor activities such as trapping has been ongoing at Ross River
- Introduced archeological research methods with onsite digs to the Grade six class at Robert Service School
- Provided continued support for traditional school activities such as the bison hunt at Elijah Smith School and Hidden Valley School
- Supported travel to the Dominican Republic and the battlefield tour of Europe

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to care for their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counseling services, transportation and health guidance. Staff at the Teen Parent Centre in 2004-2005 include 2 FTEs (1 teacher and 1 remedial tutor) hired by the Department of Education and 3 FTEs (daycare staff) placed by the Teen Parent Society, serving approximately 15 families.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youth continue to have access to educational opportunities. One teacher provides educational instruction and life skills training for individuals at the Young Offenders Facility.

Yukon First Nation Languages and Second Languages

The Public Schools Branch offers a number of second language options for students. During 2004-2005, through various schools, the branch provided language courses and programs as per Tables 1 and 2 below. The branch was also involved in several additional Yukon First Nation languages initiatives:

- Contributed $352,000 through a contribution agreement with the Council for Yukon First Nations to provide for curriculum development and teacher training for Yukon First Nation second language programs
- Contributed $430,000 for staff salaries to support the Yukon Native Language Centre in its language initiatives
- Provided $1,938,872 for the salaries of Yukon First Nation language teachers
- Provided professional development for Yukon First Nation language teachers and continued to provide direct and indirect support to First Nation language teachers throughout the Yukon
- Budgeted $100,000 and provided financial and technical support directly to Yukon First Nations on request, to complete the development of a number of First Nation determined curriculum resource materials to help raise the level of First Nations content and perspectives taught in Yukon schools
- Staffed two First Nation consultant positions whose role it is to provide First Nation culture and language curriculum delivery support to all Yukon teachers and to local First Nation communities as requested
- Provides cultural orientation for all new Yukon teachers and administrators on an annual basis
- Offers an annual summer institute that focuses on sharing and teaching about various aspects of First Nations education with Yukon educators
- In partnership with two First Nations, continues to assist in the development of local culture and language K-12 programs of study that will assist in the teaching of the local Yukon First Nation languages. The programs produced will better reflect a Yukon First Nation context which will assist other local First Nation communities in their future curriculum development initiatives. The curriculum models produced are based on research that examined: the Ontario Native Languages Curriculum; Alberta Learning's Cree Language Curriculum; British Columbia's Second Language Curriculum; the Western and Northern Canadian Protocol Common Curriculum Framework for Aboriginal Cultures and Languages: K-12; and the Dene Kede Curriculum from Northwest Territories.

School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmacks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages 2004-2005 • Source: Yukon Department of Education
Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Nelnah Bessie John School *	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary School	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone, Gwich'in
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Selkirk Elementary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages 2004-2005 • Source: Yukon Native Language Centre
* Please note: formerly Beaver Creek School, renamed in 2004 after White River First Nation elder Bessie John.

Special Education

The policy of the Public Schools Branch, as outlined in the Education Act, is to educate students with special needs in the least restrictive and most enabling environment, as far as is practicable. In most cases, this means providing appropriate adaptations, modifications and supports to programs within the regular classroom in order to meet the unique needs of these students.

The major role of the Special Programs Division is to support the work of school personnel as they plan and implement educational programs for students with special educational needs. This will allow students to benefit from the educational experiences provided by the school.

The staff in the Special Programs Division includes a Coordinator of Special Programs, school psychologists, speech/language pathologists, special education consultant, physical therapist and an occupational therapist as well as contracted services for support for students with visual or hearing impairments. These consultants provide support through school and classroom visits, assessment and programming recommendations through meetings with parents, school-based staff and other relevant support services.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students. Students placed in the Shared Resource Program require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:

- *Life Skills Programs:* Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.
- *Behavioural Intervention Programs:* Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances
- *Multi-needs Programs:* Students recommended for these programs have severe and/or multiple handicaps.

In the 2004-2005 school year, the branch delivered the following Shared Resource Programs:

Life Skills

- Takhini Elementary School (intermediate aged students)
- Jack Hulland Elementary School (primary/intermediate aged students)
- Vanier Catholic Secondary School (secondary aged students)
- F.H. Collins Secondary School (secondary aged students)
- Porter Creek Secondary (secondary aged students)

Behavioural Intervention

- Jack Hulland Elementary School (intermediate age students)
- Riverfront Shared Resource Program (off campus program for secondary age students administered by Vanier Catholic Secondary)
- Young Offenders Facility / Outreach at the Youth Achievement Centre – (teacher supported programming for youth in closed custody and outreach students, administered by Vanier Catholic Secondary)

Multi-needs

- Selkirk Elementary School (primary age students)

Students on Individualized Education Plans (IEPs)

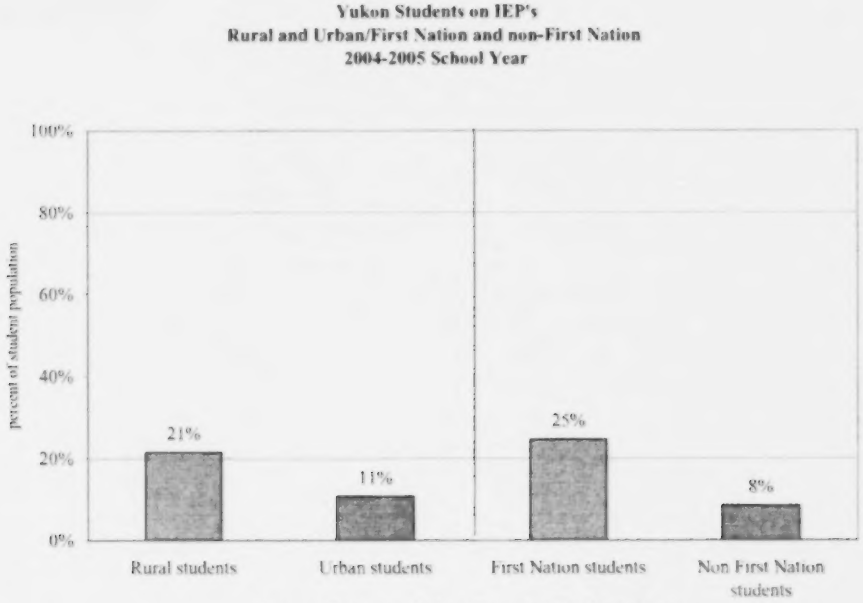
Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

- The strengths and needs of the student
- Long-term or annual goals
- Short-term goals or specific behavioural objectives
- Suggested instructional materials, methods and strategies including required adaptations and assessment methods
- Persons responsible for the implementation of the IEP, including parents
- The period of time and process for review of the IEP
- Parents' written, informed consent for implementation

IEPs are developed by an IEP team consisting of the student (where appropriate), the parent(s) or legal guardian(s), the student's teacher , other school support staff (such as Educational Assistants) and relevant personnel for the Department of Education. With the parent's approval and the concurrence of the school principal, other persons may be added to the IEP team such as physician, social worker, advocate, etc.

The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Notable are the following:

- From a territorial perspective, there were 710, or 13.3% of Yukon students identified as on an IEP as of May of 2004-05
- Figure 6 indicates 21% of all rural students are on IEPs, and 11% of all urban students are on IEPs
- Figure 6 also indicates that 25% of all First Nation Yukon students were on IEPs, whereas 8% of all non First Nation Yukon students were on IEPs
- Together, these figures indicate that a significant amount of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nation students



(Figure 6) Source: Yukon Department of Education

Francophone Education

The Yukon Francophone School Board (YFSB) #23 offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is Yukon's only school board. It operates under the authority of the Minister of Education and has a mandate to provide French First Language (FFL) educational services for the Yukon.

Under direction from a Board of Trustees made up of five elected members chosen from Yukon's Francophone community, YFSB administers École Émilie-Tremblay, the territory's only French first-language school. The YFSB is also mandated to support FFL program requests anywhere in the territory where sufficient numbers warrant the service. At present, FFL is offered as a program in Whitehorse and some French as a Second Language program enrichment services are offered in Dawson City.

In 2004-2005, an average of 128 students attended École Émilie-Tremblay under the guidance of 11 teachers and three educational assistants.

During 2004-2005, the Francophone school board pursued a number of initiatives to support French First-Language education in Yukon:

- Supported "Le Jardin d'Émilie", a pre-school program for 4 year-old children established to enhance future students' linguistic and socialization skills. This program is funded through the Special Measures of the Bilateral Agreement. "Le Jardin d'Émilie" has been based at École Émilie Tremblay for the last two years
- Continued the support to the Cultural Integration Program with the objective of adding cultural components in the curriculum and providing co-curricular activities with a French flavor. Through funding from Heritage Canada, full-time "Animateur culturel" is based at École Émilie Tremblay
- Supported TAM, (theatre, arts, drama), a popular experiential program modeled on the existing English MAD program
- Implemented a new multi-media course option
- Implemented a new "Programme d'éducation spécialisée" for students on IEP's
- Supported over 50 school activities including a cultural tour of France as well as other youth-related community projects
- Maintained a close relationship with the Francophone community through membership in the Community Partnership in Education
- Developed and ratified a number of policies related to board operation including a Communications Policy to increase the participation of non French speaking parents
- Participated in the activities of National Association of Minority French Directors of Education under the umbrella of Fédération Nationale des Conseils Scolaires (FNCSF). This organization is now considered as the official national representative of French education interests in Canada outside of Quebec. The YFSB participated in the "Sommet de l'éducation" in August 2005, an event which culminated in the official signing of a collaborative agreement between all Francophone associations with an interest in education and the Council of Education Ministers
- Worked on a new 2005-2010 Strategic Plan to be implemented in September 2005

Priorities for the near future:

- Review of the YFSB's position within the organizational framework of the Department of Education
- Promote and maintain a high level of academic performance
- Provide increased support for cultural and linguistic activities in the community
- Increase the student population of the school, particularly at the secondary level
- Participate in a new "Passeport culturel" cultural initiatives program from British Columbia
- Co-ordinate the variety of cultural activities in the school community
- Support early childhood educational/socialization projects at "La Garderie du petit cheval blanc"
- Work on an agreement with the Department of Education to increase the YFSB's administrative autonomy. (e.g. the CEO of the Board is presently an employee of the Government of Yukon)
- Maintain a positive working relationship with our partners (local and national)
- Participate in the French universities teacher training programs

Student Achievement Statistics and Educational Indicators

Introduction

This report provides information that relates to assessments mandated by the Department of Education. It does not cover the many other important methods of assessment that exist in Yukon schools. These other methods of assessment range from self-evaluation to teacher observations, and from highly subjective methods to highly objective methods of assessment.

The Department of Education mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to assess solutions.

The performance indicators presented in this report are designed to give a picture of how students are achieving for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2004-2005 School Year

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the Department of Education in renewing curriculum and in planning professional development for educators. As well, test results provide educators with valuable information that can be used to improve student learning. The Department of Education also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides an effective evaluation of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career: the completion of primary, intermediate, junior and secondary grades. This testing centers on the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meets its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.

For the 2004-2005 school year, the following assessments were mandated:

Assessment Program	Grades Involved
Yukon Achievement Tests (YAT) Math and Language Arts	Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grades 10 and 12
Language Proficiency Index (LPI)	Grades 11 and 12

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standard for student achievement on mandated assessments. This standard, still in effect today, indicates that 85 per cent of students should demonstrate *Successful Performance* (i.e. achieving 50% or better) and 20 per cent of students should demonstrate *Excellent Performance* (i.e. achieving 80% or better). Several of the figures in this section provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

a) A bold line indicating the target of 85 per cent of students demonstrating *Successful Performance*
b) A dotted line indicating the target of 20 per cent of students demonstrating *Excellent Performance*
c) A bar indicating success
d) A bar indicating excellence

Achievement in Mathematics and Language Arts - A Grade 3, 6 and 9 Overview

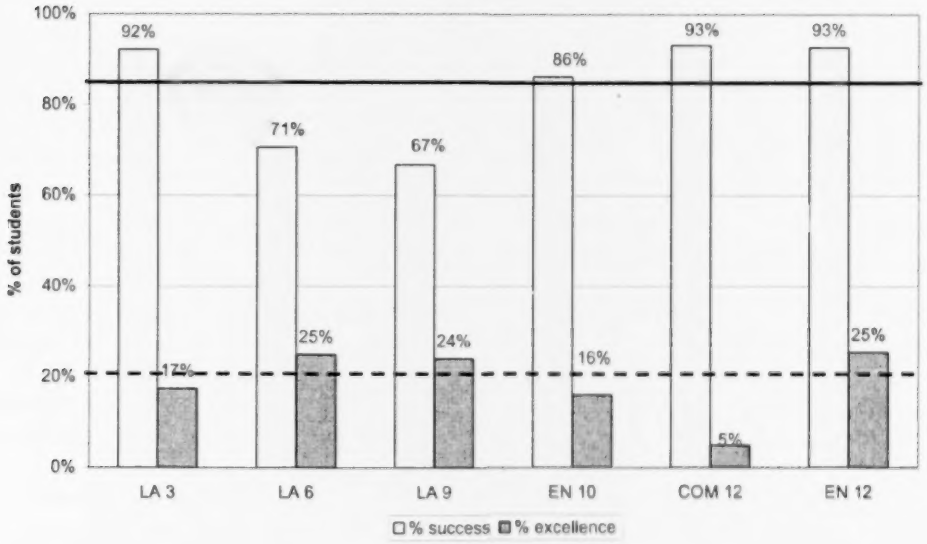
The Public Schools Branch is continuing to focus its curricular attention to the areas of numeracy and literacy. Figures 8 and 9 provide objective information related to mandated assessments in the areas of Mathematics and Language Arts in grades 3, 6, 9, 10 and 12. The figures detail student performance in terms of the Yukon achievement standard outlined above.

Students were slightly below the target standard of *Successful* performance in Language Arts in Grades 6 and 9, as well as Mathematics in Grades 6 and 9. Students exceeded the standard of *Excellent* performance in Language Arts in Grades 6 and 9, and similarly in Mathematics at Grades 3, 6 and 9. Students in Grade 6 and Grade 9 failed to meet the *Successful* standard in Mathematics.

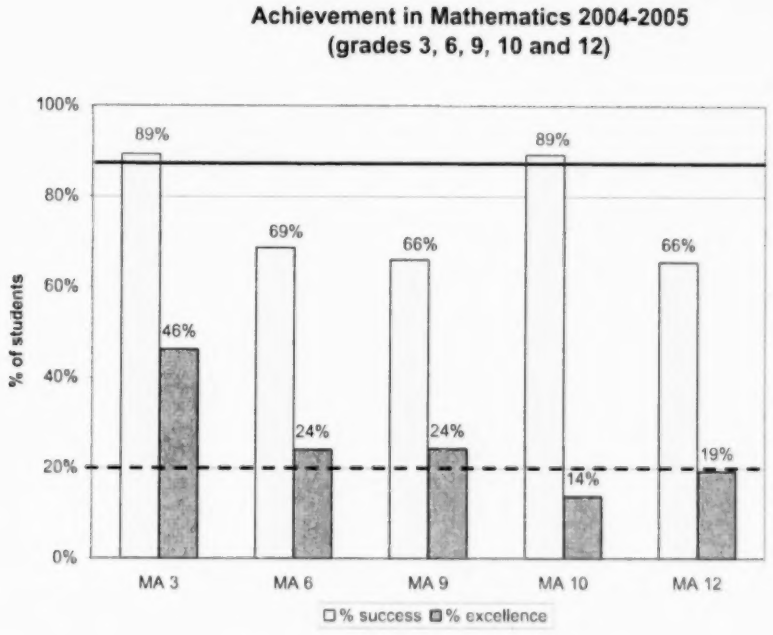
Students in Grade 10 and 12 exceeded the *Successful* performance standard in Mathematics 10, and in Language Arts (Communications and English), but failed to reach the *Successful* performance standard in Mathematics 12. As well, students attained the *Excellence* standard in English 12.

It should be noted that, since 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 4 per cent and 9 per cent over the last several years, and in Language Arts, improvement has ranged from 0 per cent to 6 per cent (see average score charts in Grade specific highlights sections).

Achievement in Language Arts 2004-2005
(grades 3, 6, 9, 10 and 12)



(Figure 8) Source: Yukon Department of Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.
LA means Language Arts, COM means Communications, EN means English



(Figure 9) Source: Yukon Department of Education

Yukon Achievement Tests (YAT)

The Yukon Achievement Tests are curriculum-referenced tests based on the Western and Northern Canadian Protocol (WNCP) common curriculum framework in Mathematics and Language Arts. As Yukon is a participating member in WNCP, this allows us to utilize these Alberta based tests, and to make comparisons to Alberta results. Yukon students are expected to write the Yukon Achievement Tests at the end of Grade 3 and Grade 6. The Math 9 and English 9 tests are written at the end of the course (i.e. semester or year end) and count as 25% towards the student's final mark for the course. The key purposes of the assessment (using the Yukon Achievement Tests) of student learning against curriculum based standards are:

- To determine if students are learning what they are expected to learn
- To report to Yukoners how well students have achieved territorial standards at given points in their schooling
- To assist schools and the territory in monitoring and improving student learning

To better understand the results presented in this section, please refer to the *Guidelines for Interpreting Yukon Achievement Test Results* at the end of this report (Appendix 3).

Achievement Test Reporting

Several levels of reports are provided to schools for the Yukon Achievement Tests. The first report is a school level summary, which provides the aggregate results of the school in comparison to Yukon as a whole, as well as Alberta results. The second report is a student listing, reporting all students' results in that particular school. Finally, the Individual Student Profile reports on a single student's results. A copy of this last report is placed in the student's permanent record, and is available for parents to view along with the teacher.

In early October, Curriculum Coordinators provide schools with test item analysis information, and may follow up with meetings and in-servicing either where they feel it is warranted or as requested by schools.

As well, additional reports are produced containing further breakdowns of rural/urban, and First Nation/non-First Nation results, as well as looking at cohorts of students who wrote this past year that also wrote three years ago in an earlier Grade, and their performance as a group. This information is contained in this report.

Lastly, where number of students writing permits, individual school-based results are presented in Appendix 4, at the end of this report.

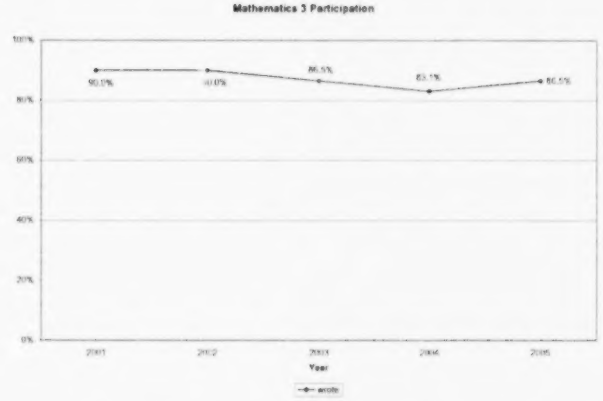
Grade 3 Highlights

Participation:

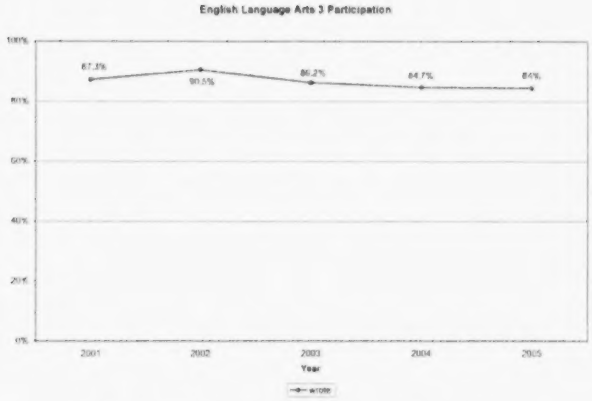
All Grade 3 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school. The decision to exempt a student is made by the school administration in consultation with the parents, teacher and other members of the school-based team involved in providing care to the student.

Math: In Grade 3 Mathematics, 300 students, or 86.5%, wrote the test. This participation is up slightly from last year, and on par with the past few years. This is also slightly lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2005 from the Math test rose to 43 students from 42 students in 2004.

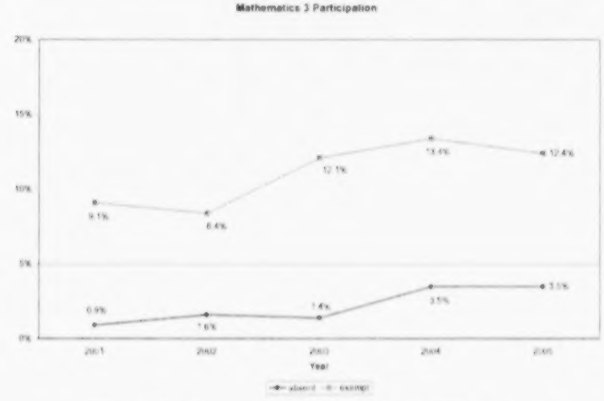
Language Arts: In Grade 3 Language Arts, 293 students, or 84%, wrote the test. This participation is roughly the same as in 2004 year, when it stood at 84.7%. This is also lower than Alberta's participation, which has ranged from 90% to 93% in the previous five years. The number of students exempted in 2005 from the Language Arts test rose to 51 students from 44 in 2004.



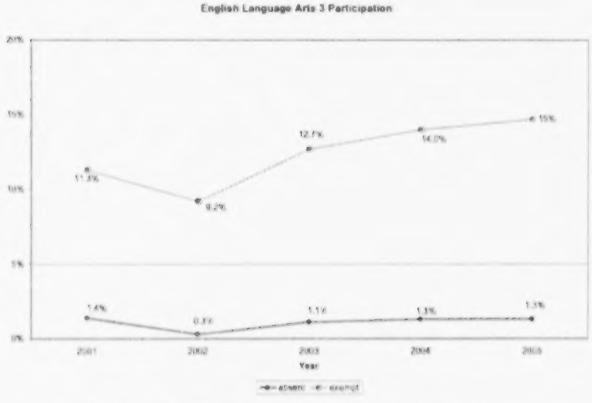
(Figure 10a) Source: Yukon Department of Education



(Figure 11a) Source: Yukon Department of Education



(Figure 10b) Source: Yukon Department of Education



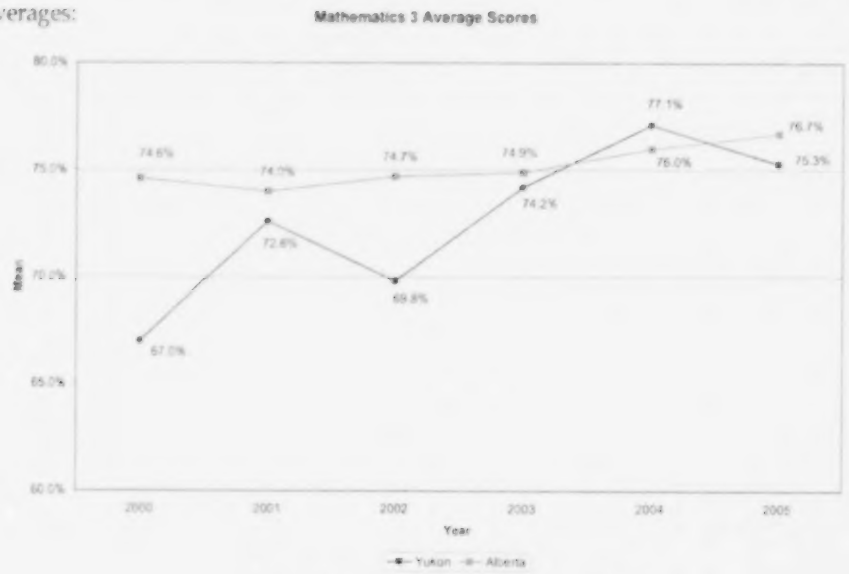
(Figure 11b) Source: Yukon Department of Education

Trend Analysis:

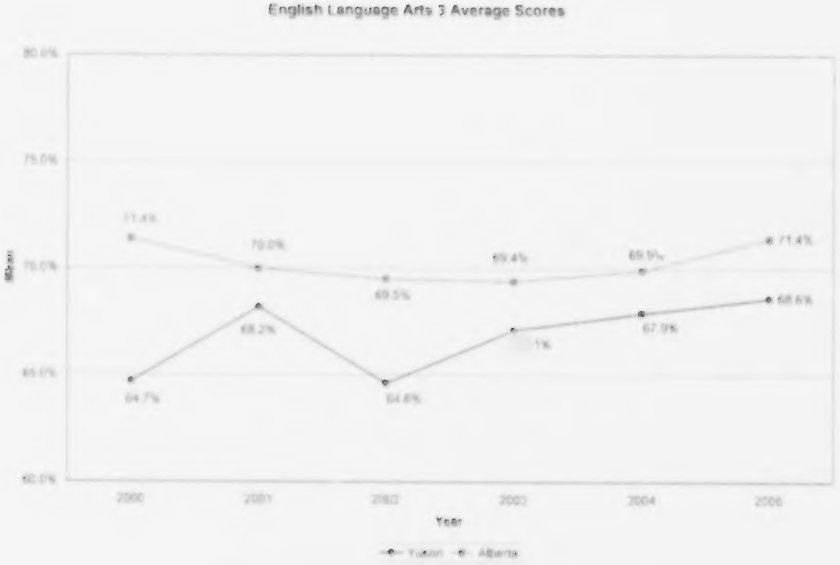
Math: In Mathematics 3, the Yukon aggregate average score has leveled out over the last few years, after rising sharply in the first few years of administration. The average score for 2005 was 75.3%, down slightly from 77.1% in 2004. The Alberta aggregate average score has remained fairly constant over the same period at around 75%. The Yukon score of 75.3% in 2005 is slightly lower than the Alberta average of 76.7% for the same year.

Language Arts: In Language Arts 3, the trend in the Yukon aggregate average score has continued to increase slightly to 68.6% in 2005 from 67.9% in 2004. Overall, the Yukon average has increased from 64.7% in 2000 to 68.6% in 2005. The Alberta aggregate average score has remained fairly constant over the last five years at around 70.3%.

Comparison of Averages:



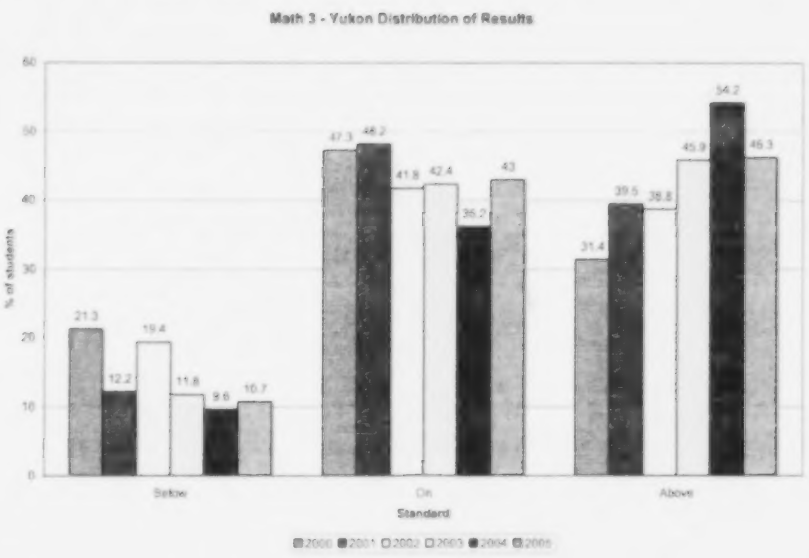
(Figure 12a) Source: Yukon Department of Education



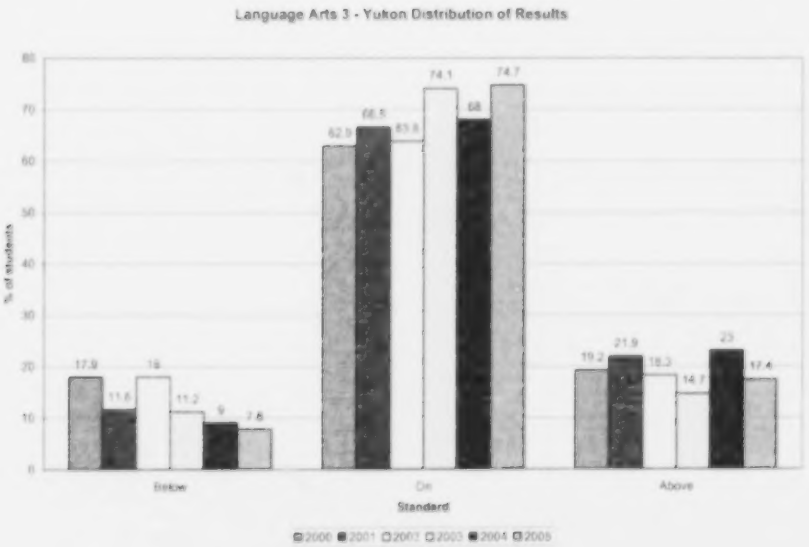
(Figure 12b) Source: Yukon Department of Education

Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 13a) Source: Yukon Department of Education



(Figure 13b) Source: Yukon Department of Education

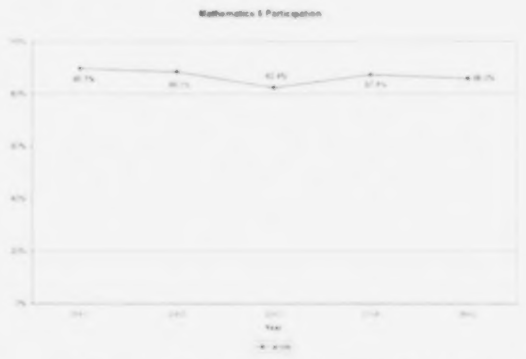
Grade 6 Highlights

Participation:

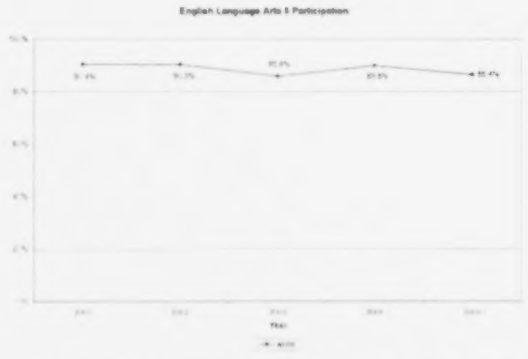
All Grade 6 Yukon students are expected to participate in the YAT testing. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 6 Mathematics, 326 students, or 86%, wrote the test. This participation is down slightly from the 2004 year figure of 87.4%. Yukon participation is below the Alberta rate of 90.5%. The number of Yukon students exempted in 2005 from the Math test has rose to 47 students, from 42 students in 2004.

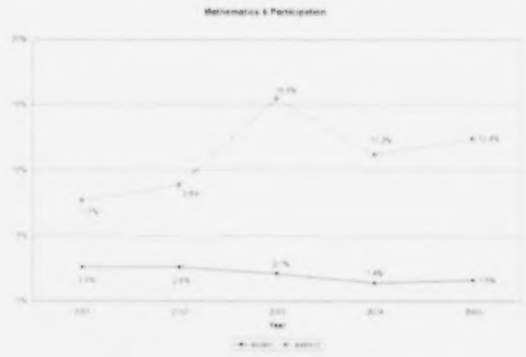
Language Arts: In Grade 6 Language Arts, 349 students, or 86.4%, wrote the test. This participation is lower than the 2004 year, when it stood at 89.8%. Yukon participation is below the Alberta rate of 89.9%. The number of Yukon students exempted in 2005 from the Language Arts test has risen to 48 students from 38 students in 2004.



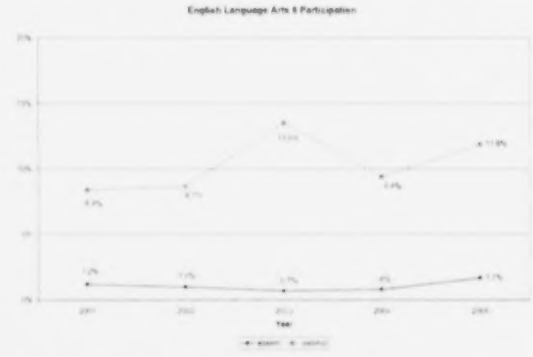
(Figure 14a) Source: Yukon Department of Education



(Figure 15a) Source: Yukon Department of Education



(Figure 14b) Source: Yukon Department of Education

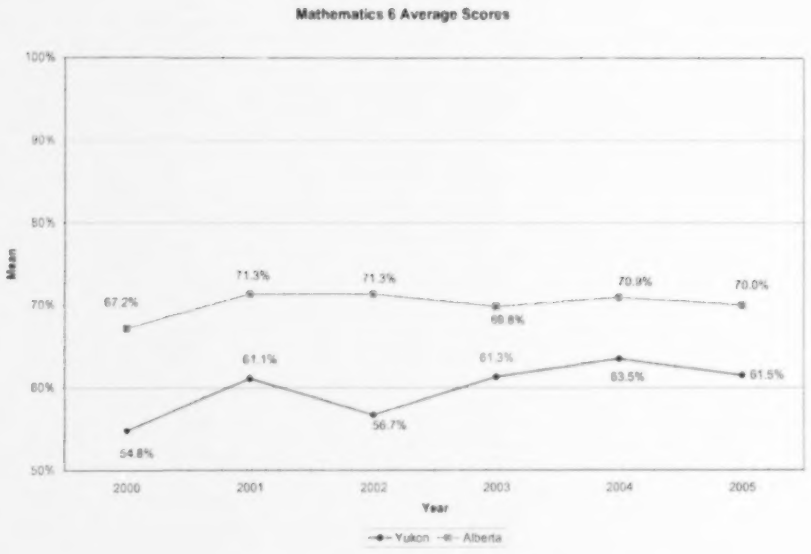


(Figure 15b) Source: Yukon Department of Education

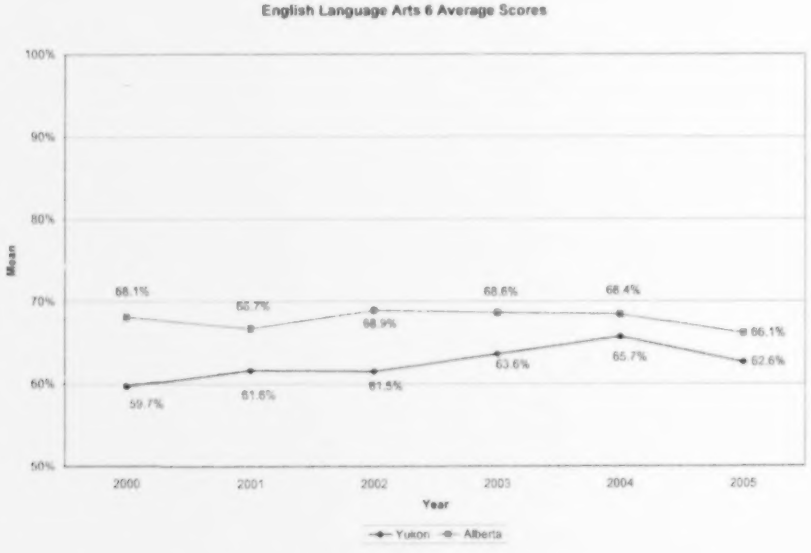
Trend Analysis:

Math: In Mathematics 6, the Yukon aggregate average score has increased almost 7%, from 54.8% in 2000 to 61.5% in 2005. The Yukon average score has dropped slightly from the 2004 score of 63.5%. The Alberta aggregate average score has remained fairly stable at around 70% over the last 6 years.

Language Arts: In Language Arts 6, the Yukon aggregate average score dropped slightly in 2005 to 62.6%, from 65.7% in 2004. The Alberta aggregate average score has also shown a slight decrease over the same period, and stood at 66.1% for 2005, down from 68.4% in 2004.



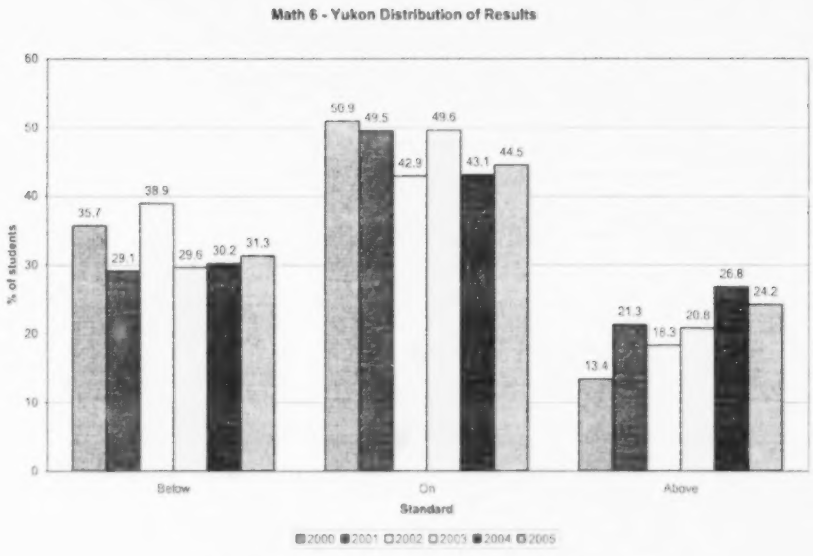
(Figure 16a) Source: Yukon Department of Education



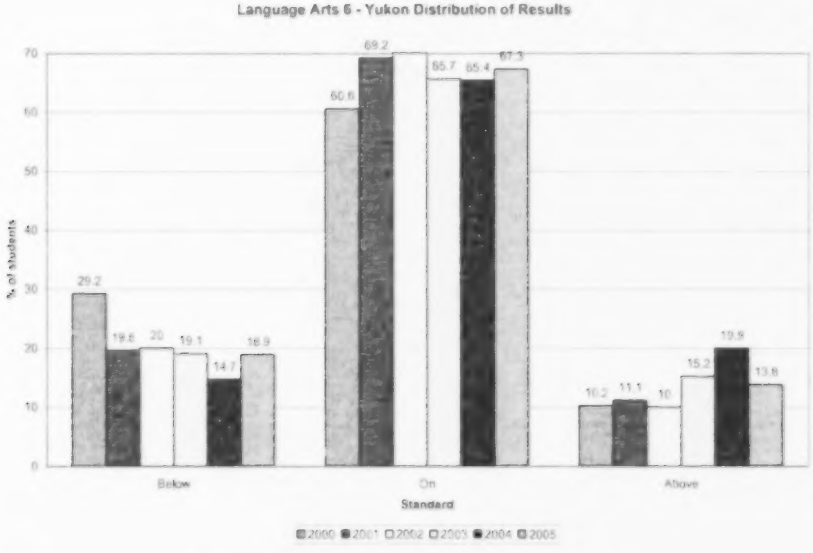
(Figure 16b) Source: Yukon Department of Education

Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. It indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 17a) Source: Yukon Department of Education

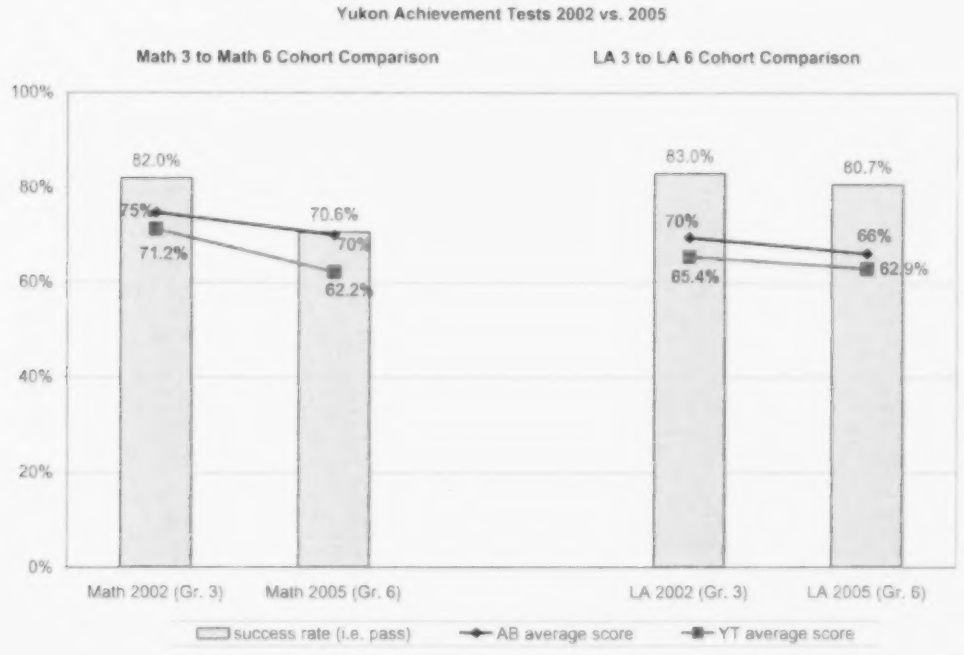


(Figure 17b) Source: Yukon Department of Education

Cohort Comparisons

As this is the sixth year of Yukon students writing the Yukon Achievement Tests, we are able to continue to present results for the same group of students (as a cohort) who wrote both in 2002 and in 2005. These students would have participated in the Math 3 and Language Arts 3 tests in the third year of testing, and subsequently written the Grade 6 tests 3 years later. A similar comparison can be drawn between a Grade 6 cohort of students from 2002 and Grade 9 from 2005, and is detailed in the Grade 9 highlights section.

Generally, in both the Grade 3 and Grade 6 cohort comparisons, the results of these students dropped in both Math and Language Arts with their second participation in writing between 2002 and 2005, both in terms of average score and success rates.



(Figure 17c) Source: Yukon Department of Education

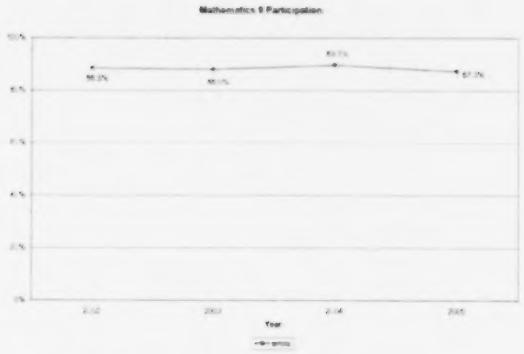
Grade 9 Highlights

Participation:

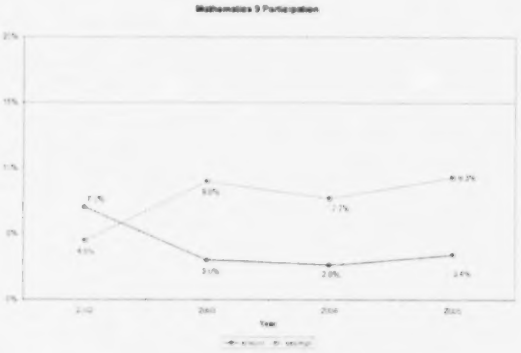
All Grade 9 Yukon students enrolled in Principles of Math 9 and English 9 are expected to participate in the YAT testing. For Math 9, this figure represents approximately 83% of the Grade 9 enrolment, as some students are enrolled in optional Math courses such as Essentials of Math. For English 9, all students are expected to write the test. A small number of students, who may not benefit from the testing may be exempted by the school.

Math: In Grade 9 Mathematics, 356 students, or 87.3%, wrote the test. This is down slightly from 89.7% in 2004. Alberta participation rates are reported at 87%. The number of Yukon students exempted in 2005 from the Math test has risen slightly to 38 students in 2005 from 29 students in 2004. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.

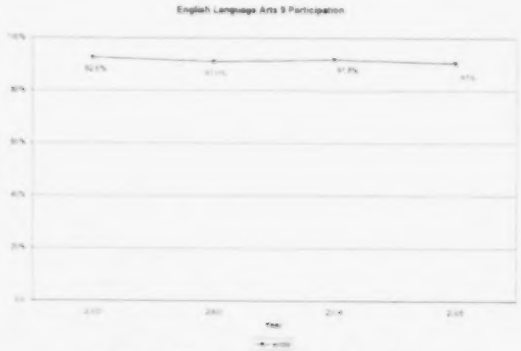
Language Arts: In Grade 9 Language Arts, 412 students, or 91%, wrote the test. This is down slightly from 91.8% in 2004. Alberta participation rates are reported at 87.4%. The number of Yukon students exempted in 2005 from the Language Arts test has also rose to 29 students in 2005 from 15 students in 2004. Exemption figures are not available prior to 2002, as a tracking system was not in place for exemptions at the Grade 9 level.



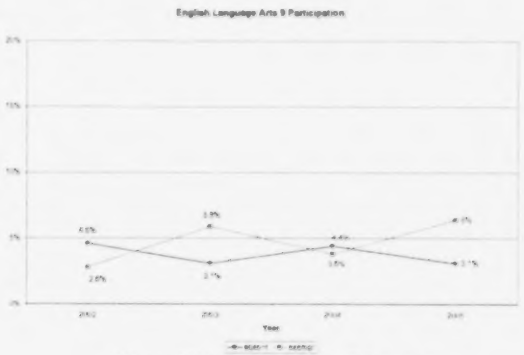
(Figure 18a) Source: Yukon Education



(Figure 18b) Source: Yukon Education



(Figure 19a) Source: Yukon Education

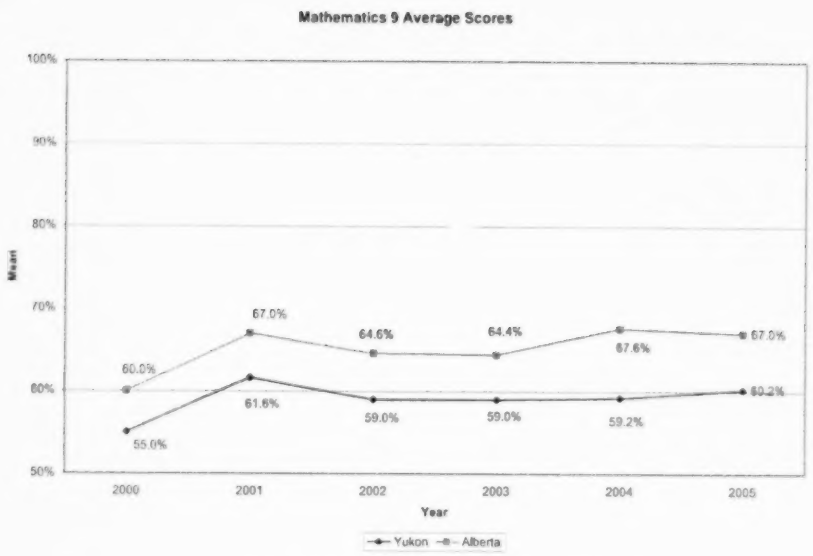


(Figure 19b) Source: Yukon Education

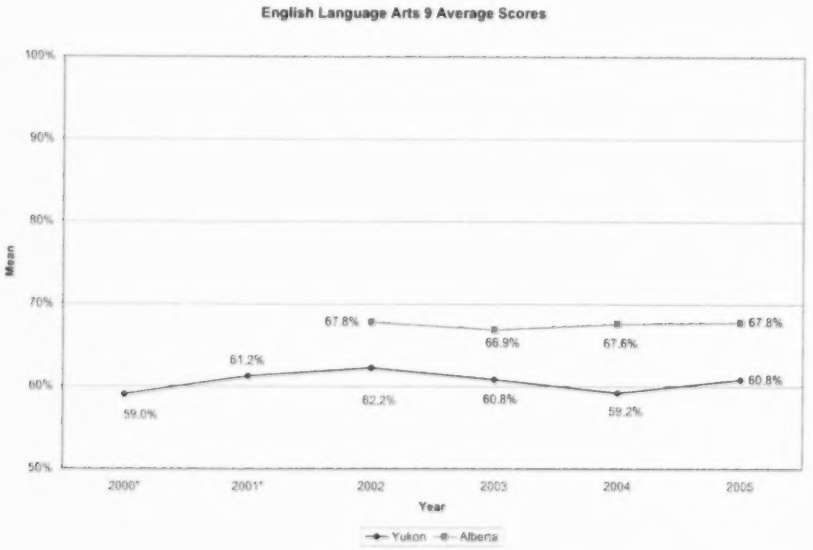
Trend Analysis:

Math: The average score has remained stable for the past four years at between 59% to 60%, up from the initial score in 2000 of 55%. The Alberta aggregate average score has followed a similar trend as the Yukon score, averaging about 67.6%.

Language Arts: In Language Arts 9, this is the fourth year that Yukon students wrote the Alberta test. Prior to that the English 9 test was locally developed. The Yukon score for Language Arts 9 in 2005 stood at 60.8%, which is a slight increase from the score of 59.2 % in 2004. The score for Alberta students in 2005 was 67.8%, and has remained steady for the last 4 years around that figure.



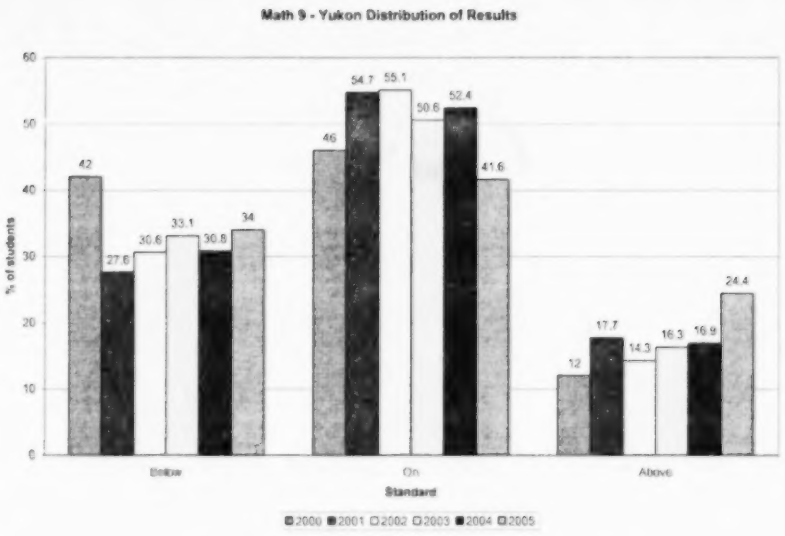
(Figure 20a) Source: Yukon Department of Education



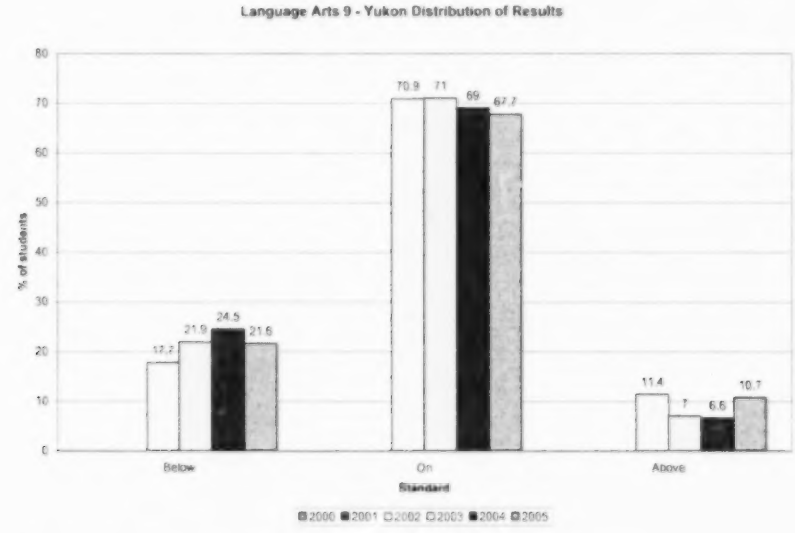
(Figure 20b) Source: Yukon Department of Education

Distribution:

YAT results are also reported through the distribution of marks, broken down by achievement standards. These are the standards that were set by the Deputy Minister in 1995 to report the results of our Achievement tests at Grade 9, and for the Grade 12 BC Provincial Exams. The standard indicates the percentage of students who achieved each of the levels of below standard (0% to 49%), on standard (50% to 79%), and above standard (80% to 100%).



(Figure 21a) Source: Yukon Department of Education

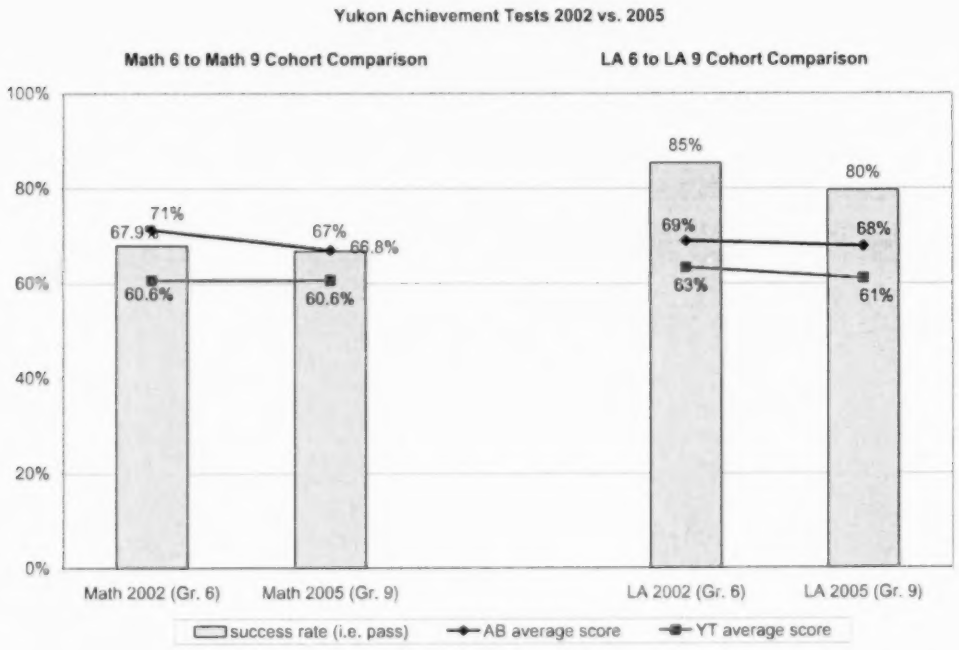


(Figure 21b) Source: Yukon Department of Education

Alberta distribution of results is not available, as their standards differ from those of the Yukon.

Cohort Comparisons

Generally, in both the Grade 6 and Grade 9 cohort comparisons, the results of these students dropped very slightly in both Math & Language Arts with their second participation in writing between 2002 and 2005.



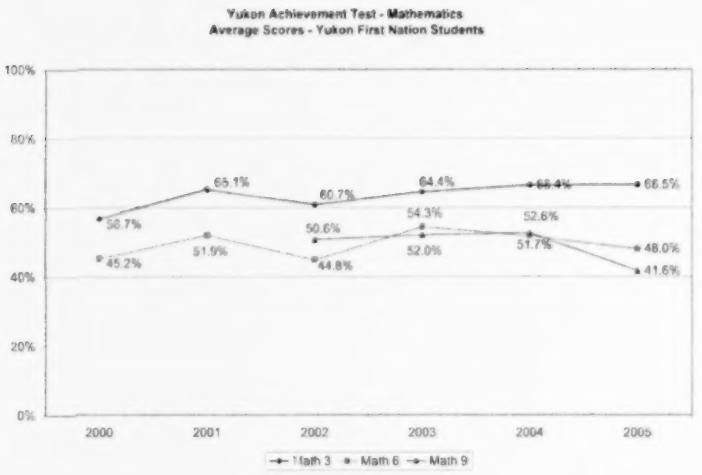
(Figure 21c) Source: Yukon Department of Education

Achievement - A First Nation Perspective

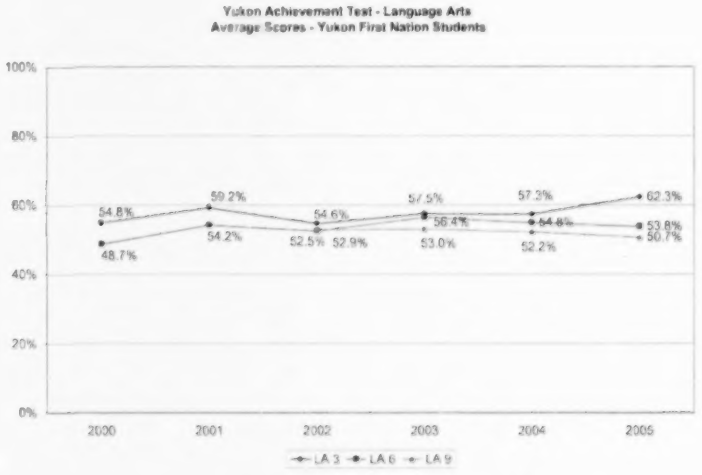
Figures 22 through 24 are provided in order to allow comparisons between the performance of First Nation students and that of non-First Nation students for the 2004-2005 school year, as assessed through the Yukon Achievement Tests in Mathematics and Language Arts. The first two figures represent the average score of First Nation students on both the Math and Language Arts YATs. These figures indicate that First Nation students are achieving at a higher level in mathematics than they have in previous years, and that their achievement in Language Arts has remained fairly constant.

Generally, in Grade 3, First Nation students performed below the established standard of *Successful* performance, while non-First Nation students performed above the standard of *Successful* performance. In grades 6 and 9 the achievement of First Nation and non-First Nation students failed to meet the expected standard of *Successful* performance, with the exception of non-First Nation students in Language Arts 6 and 9.

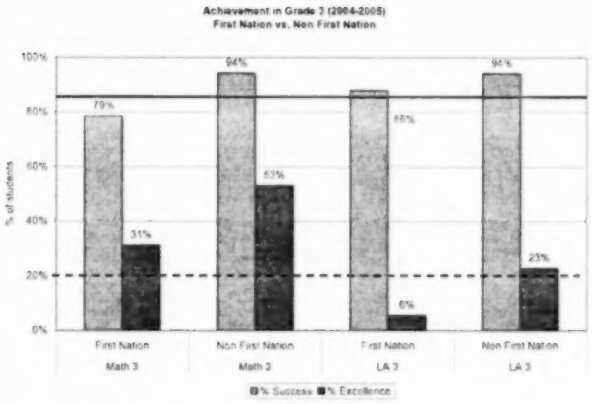
First Nation students in Math 3, and non-First Nation students in Math 3, Language Arts 3, Math 6 and Language Arts 6, exceeded the expected standard of *Excellent* performance. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 37 highlights one factor that is possibly responsible.



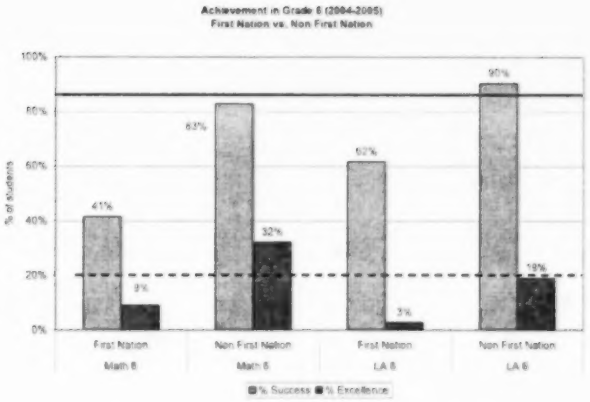
(Figure 22a) Source: Yukon Department of Education



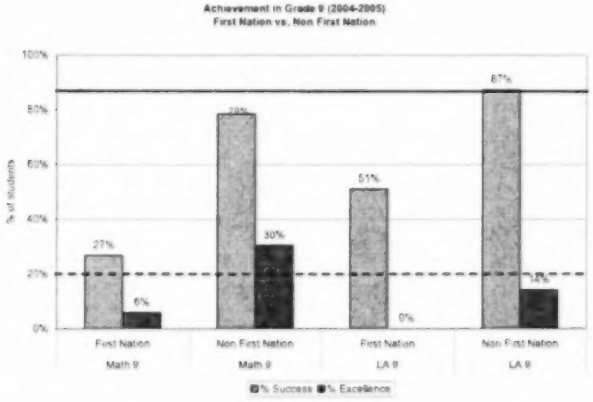
(Figure 22b) Source: Yukon Department of Education



(Figure 23a) Source: Yukon Department of Education



(Figure 23b) Source: Yukon Department of Education



(Figure 24) Source: Yukon Department of Education

Success is defined as achieving a score of 50%-100%
Excellence is defined as achieving a score of 80%-100%

British Columbia Provincial Exams (BCPE)

As the BC Program of Studies form the basis of the Yukon curriculum, Yukon students enrolled in a number of specific Grade 10 and 12 courses are expected to write the BC Provincial Exams for those courses. The 2004-05 school year marks the first year that these exams are written at the Grade 10 level, in Mathematics, Language Arts and Science. These exams are written at the end of the course (i.e. semester or year end) and count as 20% towards the student's final mark for the course in Grade 10, and 40% towards the student's final mark for the course in Grade 12.

The BC Provincial Exam program:

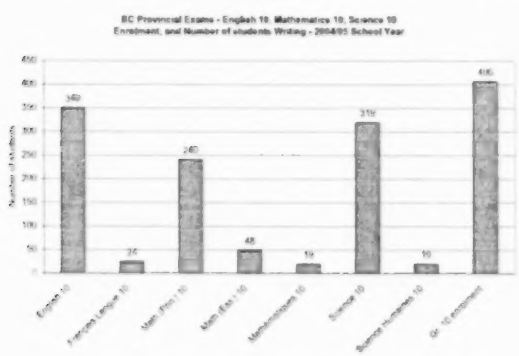
- Ensures that Grade 10 and 12 students meet consistent provincial standards of achievement in academic subjects
- Ensures that graduating students from all schools will be treated equitably when applying for admission to post secondary institutions
- Responds to strong public concerns for improved standards of education

Grade 10 and 12 Highlights

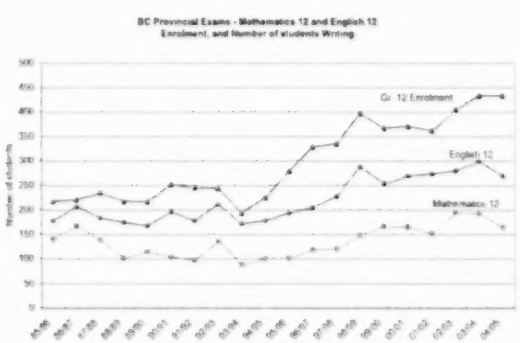
Participation:

All Yukon students enrolled in a number of specific Grade 10 and 12 courses are expected to write the BC Provincial Exams for those courses. Participation rates are difficult to determine for Grade 12 students, as not all students are required to enroll in these courses. Students generally enroll in these courses if they are required for their specific graduation program, or as a requirement of entry to a post secondary institution.

The Department of Education can, however, track participation over time in terms of the number of students writing versus the Grade 12 enrolment over time. The information retained over the past 20 years indicates that registration in these courses has remained fairly constant, and changes at approximately the same rate as the enrolment. For the purpose of this report, with the focus on numeracy and literacy, registration information has been provided for the three Grade 10 examinable courses, as well as English 12 and Mathematics 12 exams. Figures 25 and 25a shows the number of Yukon students writing these exams compared to the Grade 12 enrolment over time.



(Figure 25) Source: Yukon Departmment of Education



(Figure 25a) Source: Yukon Department of Education

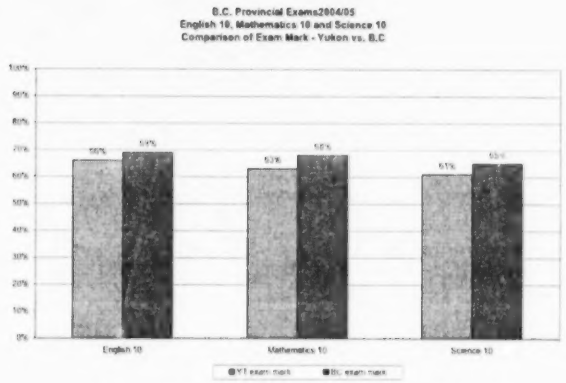
Trend Analysis:

With 21 possible provincial exams available for students to write, it would not be feasible to include trend information for all exams. For the purpose of this report, with the focus on numeracy and literacy, trend information has been provided for the English 12 and Mathematics 12 exams. Figures 26 and 27 show the Yukon average score and the BC average score over time for these two exams.

Comparison of Averages

Figures 28 and 29 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2004-2005, the number of Yukon students writing exams ranged between 11 (English Literature 12) and 268 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted, that the number of Yukon First Nation students writing the various exams is too small to allow comparisons on the basis of ethnicity.

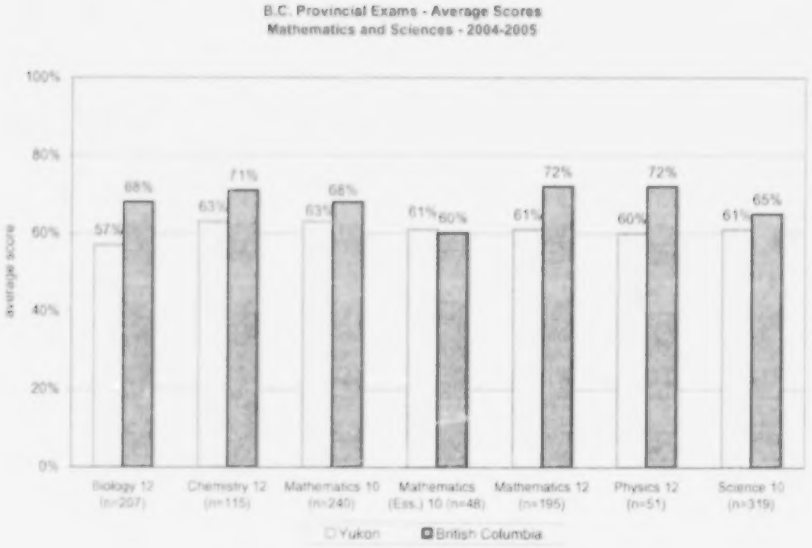
Although this report does not contain detailed information (beyond the reporting of averages in figures 27a and 27b) to allow comparisons between Yukon and British Columbia students over time, the following summary is provided to give the reader a general sense of Yukon students' performance.



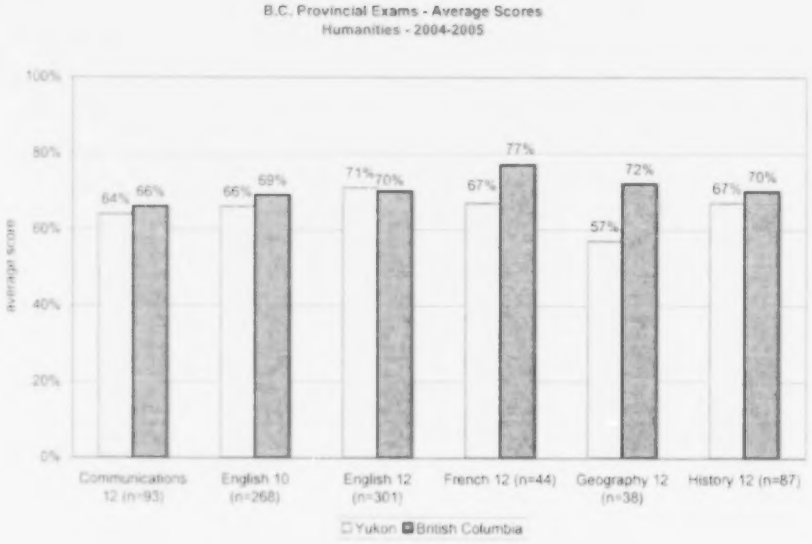
(Figure 26) Source: Yukon Department of Education

(Figure 27a) Source: Yukon Department of Education

(Figure 27b) Source: Yukon Department of Education



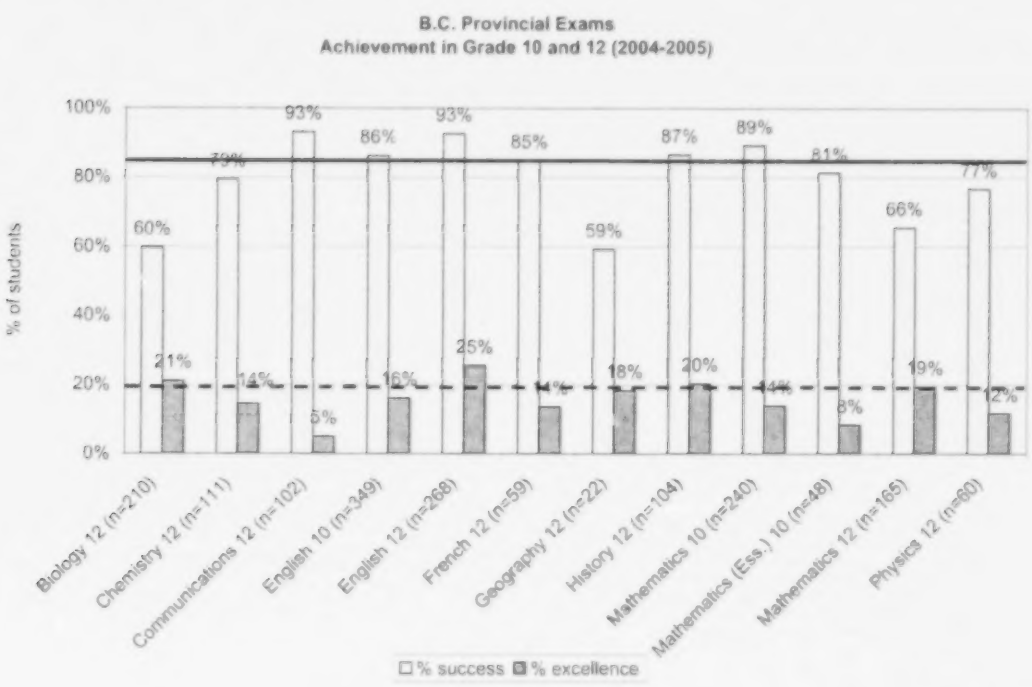
(Figure 28) Source: Yukon Department of Education



(Figure 29) Source: Yukon Department of Education

Results from 1996-1997 through 2004-2005 school years show that:

- In Biology 12, Yukon students performed between 3 per cent and 13 per cent lower than BC students
- In Chemistry 12, Yukon students performed between 8 per cent and 11 per cent lower than BC students
- In English 12, Yukon students performed between 2 per cent lower and 5 per cent higher than BC students
- In Mathematics 12, Yukon students performed between 4 per cent higher and 14 per cent lower than BC students
- In Physics 12, Yukon students performed between 4 per cent and 11 per cent lower than BC students

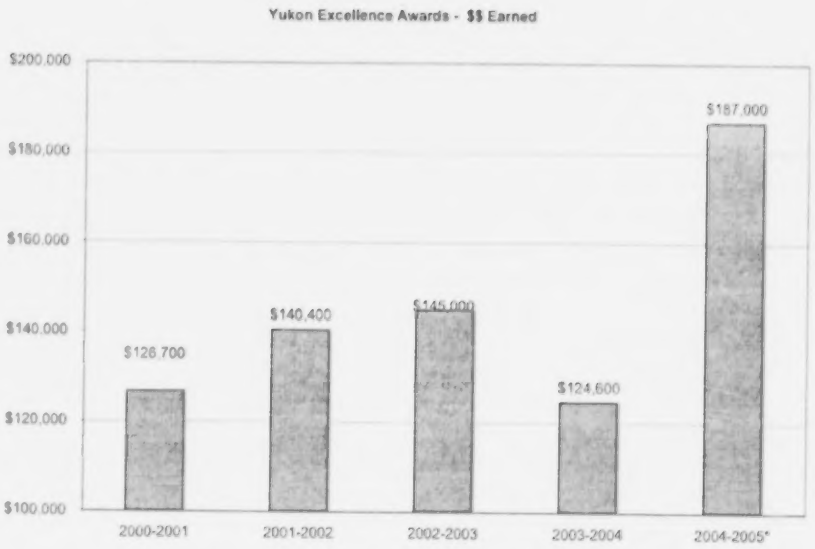


(Figure 30) Source: Yukon Department of Education
Success is defined as achieving a score of 50%-100%.
Excellence is defined as achieving a score of 80%-100%.

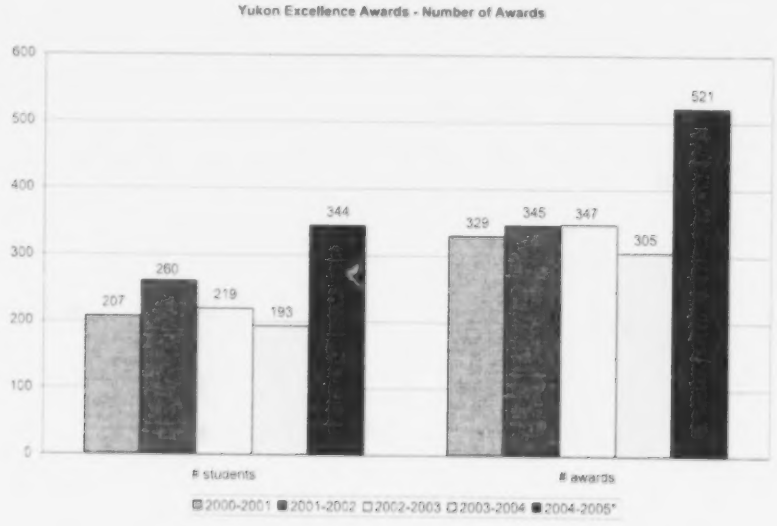
Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 10 and 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

For the 2004-2005 school year, 344 students earned 521 awards, totaling $187,000. This is a large increase from the previous school year due to the re-instatement of the Grade 10 awards to the program (with the addition of Grade 10 provincial exams).



(Figure 31) Source: Yukon Department of Education
* please note: Grade 10 exams were added for 2004/05



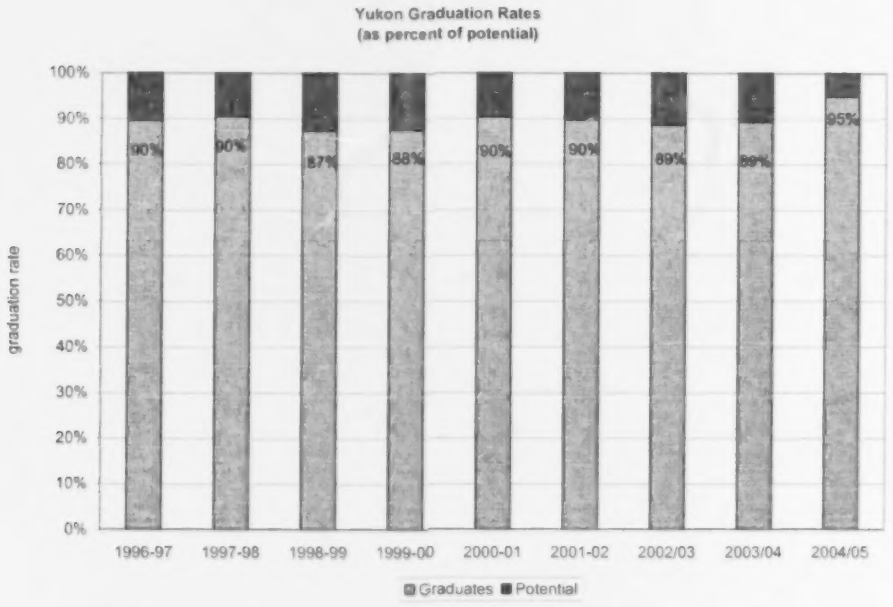
(Figure 32) Source: Yukon Department of Education
* please note: Grade 10 exams were added for 2004/05

Graduation

Yukon students follow the British Columbia Ministry of Education graduation requirements. The mix of Foundation and Selected Studies courses enables students to meet the expectations of completing the basic academic core courses (Foundation Studies) of Language Arts, Mathematics, Science, Fine Arts and Applied Skills, and Career and Personal Planning, as well as a selection of optional courses (Selected Studies) in the areas of their choosing. In order to complete graduation, students must accumulate the required total of 52 credits under this program.

Figure 35 provides a comparison over time of Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate. Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

Over the last eight year period graduation rates have remained fairly constant, ranging from 87 per cent to 90 per cent. In the 2004/05 school year, there was a jump in the graduation rate to 95%. This is largely due to most students successfully completing the courses required to meet the potential to graduate.
During the same period, British Columbia graduation rates have ranged from 92 to 94 per cent.

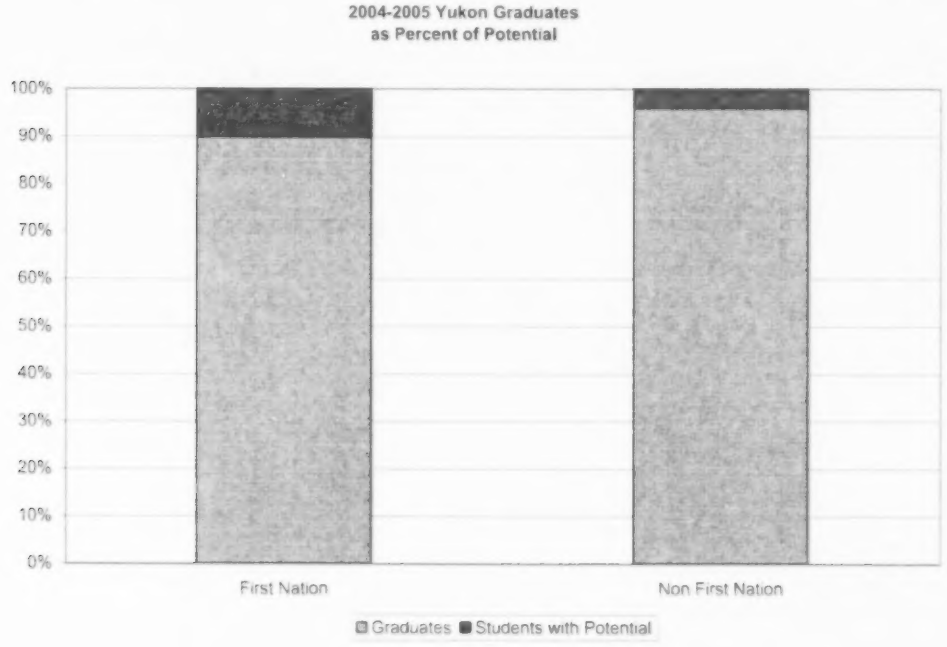


(Figure 35) Source: Yukon Department of Education
Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled

First Nation Graduates

In 1996-1997 school year, 8 per cent of the students who graduated were of First Nation ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nation ancestry, and has remained around this figure for the last few years. In 2004/05, the percentage of First Nation graduates has again reached 16%.

A more direct comparison of First Nation graduation success can be measured in the same fashion as for total Yukon grads, by comparing the number of graduates to those with the potential to graduate (see figure 36). For the 2004-2005 school year, 90% of First Nation students with the potential to graduate were successful at meeting the requirements of graduation. This compares with 96% for non-First Nation students.



(Figure 36) Source: Yukon Department of Education

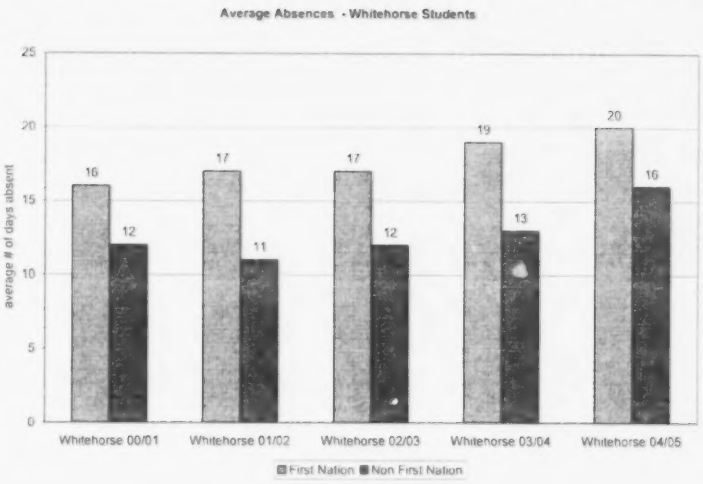
Student Attendance

Attendance is an important educational success indicator. At the moment, collecting and reporting attendance information presents considerable challenges.

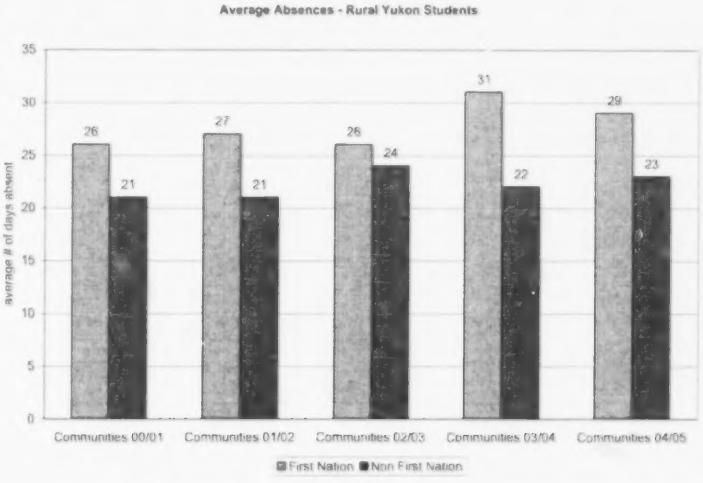
- Secondary school attendance reporting has been aligned so that they are all capturing period attendance and converting that to daily attendance in quarter day increments. This has resulted in a more accurate capture of missed portions of days and has in some cases resulted in higher, and likely more accurate, reporting on absenteeism.
- A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that the impact of these few students on the overall statistic is small.

During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted. For the 2001-2002 school year, additional work was undertaken to ensure that more accurate information was collected at the school level. For the 2002-2003 school year, an even closer look was taken at attendance recording. With this in mind, a revised, and more accurate, system of reporting has been used for the last three years.

Figures 37a and 37b below show that absenteeism for the past five years is greater in rural communities than in Whitehorse. Also, First Nation students, on average, miss more days of school than their non-First Nation counterparts.



(Figure 37a) Source: Yukon Department of Education



(Figure 37b) Source: Yukon Department of Education

ADVANCED EDUCATION BRANCH

Overview of the Advanced Education Branch

The Advanced Education Branch of Yukon Education promotes and supports adult training, education and labour force development. The Advanced Education Branch also provides and administers student financial aid and youth employment training.

Advanced Education provides services to Yukoners through the following two divisions: Labour Force Development & Apprenticeship, Trades Certification and Training Programs.

Program Objectives

To provide adult education, training and employment programs and services to Yukon people by:

- Supporting Yukon College programs
- Developing and delivering labour force initiatives including labour market research and planning and information
- Promoting partnerships with business, labour organizations, Yukon College, First Nations, equity groups, federal government and other jurisdictions in the development and implementation of programs
- Promoting apprenticeship, skill training, and inter-provincial trades standards
- Promoting literacy initiatives through workplace and community-based programs

To facilitate youth transitions to work or post-secondary education by:

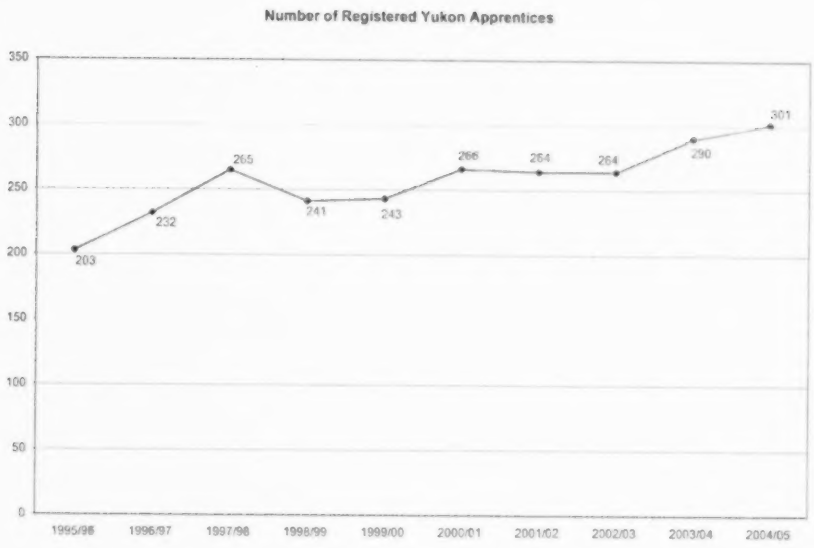
- Providing student financial assistance for Yukon students
- Providing employment and training programming for Yukon students
- Supporting the Youth Works program

To assist in the implementation of land claims by:

- Ensuring that all programs and services consider Yukon First Nations interests
- Providing support to the Yukon First Nations Training Policy Committee
- Providing support to the Yukon First Nations Training Trust Fund

Trades Related Training and Apprenticeship

The Advanced Education Branch plays a key role in helping Yukoners prepare for work opportunities by promoting industrial and apprenticeship training programs in the Yukon, and by promoting Inter-provincial Standards Red Seal program. Branch staff also work with employers and employees to provide apprenticeship and tradesperson certification, and input on trades-related skills development and pedagogy.



(Figure 38) Source: Yukon Department of Education

Apprenticeship Training

Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands on trade experience under the supervision of certified tradespeople. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training, and coordination of an individual's apprentice training in any of the apprenticeship occupations in Yukon.

Yukon Government Apprentice Program (YGAP)

The Yukon Government Apprentice Program (YGAP) provides apprenticeship training opportunities within the Government of Yukon. These positions are mainly in the highways workshops throughout the territory. Positions in the program are advertised as they become available.

Yukon Tradesperson Qualification Program

This program provides trades certification, and in most cases Inter-provincial Standards recognition, for trades workers in trades designated in Yukon. The program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides to those individuals who hold trades certification from other jurisdictions in Canada or other countries an opportunities to gain Yukon certification.

Women in Apprenticeship and Trades

The HYPERLINK "http://www.education.gov.yk.ca/advanced/apprenticeship/YukonTrainingStrategy.pdf" Yukon Training Strategy committed the Government of Yukon to develop an equity strategy for apprenticeship training focusing specifically on:

- Quantifying and qualifying the current situation of women working and/or studying in the trades, as well as those women no longer involved in the trades
- Identifying the barriers to women in existing trades and examining the options for women in non-traditional apprenticeship programs
- Making recommendations on how to encourage women to participate in apprenticeship programs

As part of the Yukon Training Strategy, Advanced Education, in partnership with the HYPERLINK "http://www.womensdirectorate.gov.yk.ca/" Yukon Women's Directorate, commissioned a report to study and make recommendations on how to encourage women to participate in apprenticeship. This report, HYPERLINK "http://www.education.gov.yk.ca/advanced/apprenticeship/WomeninApprenticeshipReport.pdf" Yukon Women in Apprenticeship and Trades, was tabled in the Yukon Legislative Assembly on November 9, 1999.

The recommendations included:

- Improve and add to existing training programs for women
- Create women's trade networks
- Offer introductory trades programs for young women

Implementation of the report's recommendations began in 2000, and continues today.

Community Training Funds

Community Training Funds are a key element of the Yukon Training Strategy released in December 1998 by the Government of Yukon. In a changing job market, Yukon people need to prepare for current and future economic developments and employment opportunities. Training and upgrading of skills are a means of ensuring the Yukon workforce is ready to engage in local employment opportunities.

Training, skills development, and upgrading are essential for a modern workforce. Barriers that may limit opportunities, particularly in the communities, must be reduced. Training funds can provide the flexibility needed to provide locally relevant training that reflects emerging economic and employment opportunities.

Community Training Funds are, for the most part, community-based and community-driven. They are designed to put decisions about training in the hands of those best equipped to understand those needs—the communities themselves. Community Training Funds allow a community to take a broad approach to local training needs.

Training Funds also represent a true commitment to partnership between the Government of Yukon and private sector. They can be industry or project specific, to help the private sector meet the training needs of specific industries that are important to the Yukon economy, now and in the future.

Following is a list of current Community Training Fund organizations which the Department of Education has current and long term agreements:

- Association of Yukon Communities (Community Training Society)
- Campbell Region Training Fund, Town of Faro and Ross River
- Chamber of Mines
- Yukon Forestry Training Society
- Klondike Region Training Fund, Town of the City of Dawson
- Heritage Training Fund
- Cultural Industry Training Fund
- Yukon Tourism Industry Association
- Silver Trail Training Fund, Village of Mayo
- Carmacks Training and Employment Society
- Watson Lake Training Society
- Yukon Conservation Society
- Challenge - Community Vocational Alternatives

The Yukon Government provided $1.8 million to the Community Training Funds for the fiscal year 2004-2005. This financial support assisted a variety of Yukon organizations including (but not limited to):

Carmacks Employment Training Society	$ 75,000	(10%)
Challenge Vocational Alternatives Training	$ 75,000	(60%)
Klondike Region Training Fund	$ 75,000	(10%)
Cultural Industries Training Fund	$ 75,000	(0%)
Heritage Training Fund	$ 75,000	(0%)
Watson Lake Training Fund	$100,000	(50%)

(The percentages listed above indicate the apprenticeship related portions of these funds.)

Pre-Employment and Trades Training

Pre-Employment Piping Trades Program	$ 65,463
Pre-Apprentice/Trades Prep Program	$ 53,446
Pre-Employment Welding Course	$ 75,928
Highway Construction Projects Employer Based Training	$ 40,000

Dawson City

Pre-Employment Carpentry Program	$ 83,360

Carmacks

Level I Apprenticeship-Carpentry	$ 55,000
Liard Log Building Initiative	$ 40,000

Other Training Funds

Ross River Employment Readiness Training	$ 17,600
Skills Canada Yukon	$ 25,000
Mayo Silver Trail Training Fund	$ 50,000
Literacy Action Committee	$ 60,000
Haanen Childcare Training	$ 48,000
Women in Trades and Technology	$ 66,000
Update of Women in Apprenticeship Report	$ 10,500
Feasibility Study for 24 week Women in Apprenticeship Course	$ 10,000
Learning Disabilities Association of Yukon	$ 95,000

Other Initiatives 2004-05

Yukon Craft Strategy	$ 16,575
Whitehorse Correctional Centre	$ 12,000
Pre-Employment Service Rig Training for SA Clients	$ 13,307
Kwanlin Dun House of Learning	$ 40,000
Klondike Institute of Arts and Culture	$ 38,780

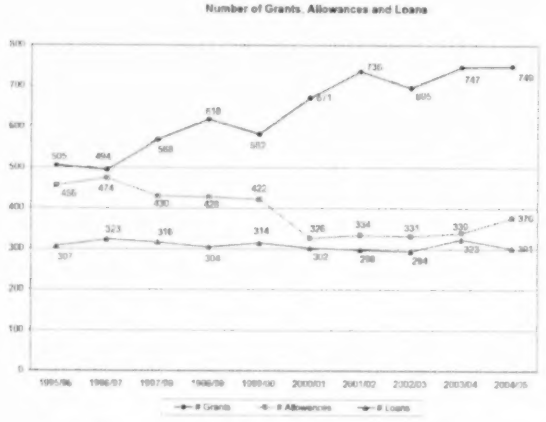
Student Financial Assistance

To have options in today's workforce, education beyond high school is highly desirable. Electing to pursue education beyond high school can be a very expensive decision due to the cost of travel, tuition, books, and accommodation. Although students are primarily responsible for paying for their own education, there are many options to access funds that may make post-secondary studies more affordable.

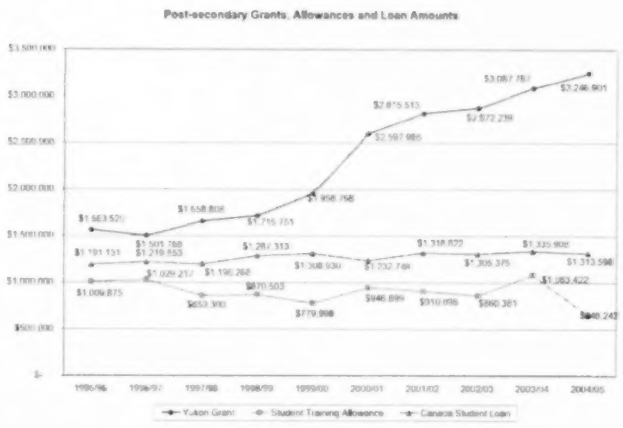
The Student Financial Assistance Unit has a variety of programs available to assist students financially in their studies. Program information updates will be made by April for each new academic year.

The following Financial Assistance options are available to Yukon students:

- Yukon Grant
- Student Training Allowance
- Canada Student Loans
- Scholarships and other options



(Figure 39) Source: Yukon Department of Education
(data based on fiscal years)



(Figure 40) Source: Yukon Department of Education
Please note: In 2004/05 for the Student Training Allowance, the amount includes those termed students who either withdrew from programs or ended early and amounts were returned from Yukon College

Yukon Grant

The Yukon Grant is a financial assistance program offered to Yukon students who are attending full-time post-secondary studies at an approved institution for a minimum of 12 consecutive weeks.

There are specific criteria to be eligible for this type of funding. Yukon students must fall within one of the three eligibility categories: Dependent Student, Independent Student, or New Resident Student.

Generally speaking, to be eligible for Yukon Grant funding, Yukon students:

- Must complete 2 years of high school between the grades of 8 and 12 in the Yukon Public Schools system
- Be attending full-time post-secondary studies at an approved institution, and
- Have not been out of the Yukon for more than 12 consecutive months, while not in school prior to applying

Not all student history is the same, therefore, it is always best to check with the Student Financial Assistance Office should students be unsure of their eligibility status for the Yukon Grant when planning on attending post-secondary studies.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

Student Training Allowance

This type of funding is available to Yukon students who are attending full-time studies at Yukon College or an approved human resource development training program within Yukon. Courses must run for a minimum of three weeks duration and Yukon students must have resided in Yukon for 24 months immediately prior to the commencement of classes.

The Student Training Allowance provides assistance to Yukon students through bi-weekly payments. The rates vary according to whether a student is single or has a number of dependents and is calculated based on the duration of the course of study.

Yukon students can not receive this type of funding if they are receiving funds from another territorial or federal agency for educational studies other than special scholarships, awards or loans.

It is important to note that Yukon students who also meet Yukon Grant criteria must make a decision on the type of funding they wish to utilize when attending in Yukon. A Yukon student can receive either the Yukon Grant or the Student Training Allowance - not both in the same academic year. Whether a Yukon student decides to take either the Yukon Grant or the Student Training Allowance, it does count towards their five years of eligible funding through the Department of Education's Student Financial Assistance office.

Canada Student Loans

The Government of Canada offers full and part-time students with demonstrated financial need in all provinces and territories across Canada, with the exception of Quebec, the Northwest Territories and Nunavut.

The purpose of a Canada Student Loan is to supplement, not replace, the financial resources that students and families are expected to contribute. When students are in school, the Government of Canada will pay the interest on the Canada Student Loan if students provide confirmation of full-time enrolment. When the student graduates or leaves school, the Government of Canada offers repayment options to help make repaying student loans more manageable if students experience financial difficulty.

Student loans are just one option to consider when deciding how to pay for post-secondary education. It is a good idea to explore all other financial opportunities, including employment earnings and scholarships.
More information about Canada Student Loans can be found at: http://www.canlearn.ca/nslsc/multimedia/pdf/infoguide_e.pdf

Scholarships and Other Options

Over the years, various organizations, individuals and professional groups in Yukon have established scholarships to complement the Financial Assistance programs offered by the Government of Yukon. These scholarships are provided by private donors.

For detailed information on the over 50 other student financial assistance options, please visit the Advanced Education website at: http://www.education.gov.yk.ca/advanceded/sfa/scholarships.html

LOOKING AHEAD

New Graduation Program

After over a year of extensive consultation, British Columbia announced changes to the graduation program in May of 2003. The proposed changes are designed to:

- Better support student achievement
- Improve the quality of public education

The new graduation program began in September of 2004 with Grade 10 students and will be phased in over a three year period to include Grade 11 students for September 2005 and Grade 12 students for September 2006. Existing Grade 12 students will still complete their education on the old graduation program.

The main highlights of the new graduation program are:

- Grade 10 courses are included in the credits towards graduation
- BC Provincial exams have been added in English, Mathematics and Science at Grade 10, and in Social Studies 11, Civics 11, and Yukon First Nation Studies 12 (see following) beginning in 2006/07
- Students will have room for more choice in the elective area and be able to count unlimited locally developed and external credit courses towards graduation

Graduation program policies that recognize other learning opportunities will be available for Grade 10, 11 and 12 students, and school districts will have increased flexibility to develop courses and programs that respond to local needs.

The new Planning 10 course will encourage students to explore a range of career options, plan their future and develop skills in areas such as employability, healthy decision-making, and financial management.
Students will be able to demonstrate their competencies in areas such as career planning, employability skills, and personal well being in the assembling of a Graduation Portfolio.

Yukon First Nation Studies 12

Beginning in September of 2005, Yukon First Nations Studies 12 will become part of the authorized British Columbia course selection process. Yukon First Nations Studies 12 will provide a student with either the mandatory Social Studies requirement for graduation, or it can be used as one of the required Grade 12 optional courses for graduation.

A value added component of this course will be that the Yukon developed provincial exam associated with Yukon First Nations Studies 12 will enable it to be used for university and other post-secondary entrance requirements.

First Nation Curriculum Resources

The Department of Education recognizes the need for the expansion of Yukon First Nation curriculum resources to support the curriculum within Yukon schools.

A major initiative in this area will be:

- The development of resources to support the topics of land claims and First Nation governance within the K-12 social studies program

Resources will also be developed by the Department of Education in partnership with a number of First Nations and private organizations to support both the new curricular projects as well as learning outcomes found within the existing curriculum documents.

Education Reform

The Government of Yukon and the Council of Yukon First Nations (CYFN) announced the launch of the Education Reform Process in August 2005.

During this estimated two year Education Reform process, the Government of Yukon and CYFN will focus on improving learning opportunities by recommending changes to the education system. This process will not be limited to a review of the Education Act.

The Education Reform process will build on input already gathered through the Education Act review and other processes in order to develop concrete recommendations for changes to the education system. Changes to the education system could be program-based, administrative and/or legislative.

Home Tutoring Program

The Home Tutor Program was first piloted in Old Crow in Fall 2003 and was very well received in the community. First Nations and school councils in other communities have expressed a lot of interest in this type of program.

The Department of Education will be implementing a Home Tutor Program that will be available to 14 rural schools this year. First Nations and School Councils were asked to work together to put the program in place for their schools. The Home Tutor Program will support our other activities that are helping rural students improve their academic performance.

Additional funding dedicated to the Home Tutoring Program for the fiscal years 2004/05 to 2006/07 is as follows:

Fiscal Year	2004/05	2005/06	2006/07
Funding	$375,000	$375,000	$375,000

MORE INFORMATION

Department of Education web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the web: www.yesnet.yk.ca

Enquiries

Phone: (867) 667-5141
Physical Address: 1000 Lewes Blvd, Whitehorse, Yukon , Y1A 3H9
Mailing address: Box 2703, Whitehorse, Yukon, Y1A 2C6

Assessment and indicators web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Assessment and indicators publications

- Student Information and Assessment (2000). *A Handbook of Procedures and Guidelines for Student Assessments and Awards.* Canada, Yukon Education.
- Centre for Education Statistics (2000). *Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 2005.* Canada, Statistics Canada.
- Joint Advisory Committee (1993). *Principles of Fair Student Assessment Practices for Education in Canada.* Edmonton, Centre for Research in Applied Measurement and Evaluation.

Experiential learning web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Experiential learning publications

- Lieberman, Gerald & Hoody, Linda (1998). *Closing the achievement gap: Using the environment as an integrating context for learning.* USA, Science Wizards.
- Drake, Susan (1993). *Planning integrated curriculum: The call to adventure.* USA, Association for Supervision and Curriculum Development.

Early intervention web links

Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Early Intervention publications

- Klein, Tracy (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Tantalus School : August 28,2000 to June 7, 2001.* Canada, Yukon Education.
- Johnston, Mary Ann (2001). *A Report on the full day Kindergarten and K-4 Pilot program at Elijah Smith Elementary School* : August 28,2000 to June 13, 2001. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2004). *Reading Recovery Teacher Leader Site Report for the School Year 2003/04.* Canada, Yukon Education.